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ABSTRACT

The report presents detailed descriptions of 10 secondary vocational education programs selected as exemplifying creative approaches to serving the needs of students with special needs. Programs were selected by a panel of experts from among 250 nominees, of whom 96 completed a lengthy questionnaire. Site visits were made to each program. Criteria for selection included response to the mandates of the Carl D. Perkins Vocational Education Act, as well as aspects of program delivery such as interagency linkages, inservice training, and program evaluation. Each profile begins with a summary of program objectives, key features, staffing patterns, financial data, and number of students served. The next section describes how the program met the mandates of the Carl D. Perkins Vocational Education Act relating to secondary level special education students. Performance data supporting program effectiveness are presented next, while a subsequent section describes other significant program components including transcripts of interviews with local staff and information on replicable aspects of the program. Sample forms and related exhibits constitute the final section of each profile. Research on effective schools and themes common to the exemplary programs are discussed in the final pages of the document. (JW)

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PROFILES OF SUCCESS

Carl D. Perkins Vocational Education Act

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Creative Approaches

EC 212267

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VOCATIONAL STUDIES CENTER

Profiles of Success
Serving Secondary Special Education Students through the Carl D. Perkins Vocational Education Act

10 Creative Approaches

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Lloyd W. Tindall
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May, 1988

The Vocational Studies Center
School of Education
University of Wisconsin-Madison

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2. All the local program staff from 96 sites who took the time to develop detailed descriptions of how they prepare special education students for employment. Their dedication to these students was evident.

3. The panel of experts who survived the two intense days of concentrated effort required to rate 96 project/program descriptions fairly and systematically. The following individuals were members of this review panel.

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4. Local staff from the 12 projects and programs selected for inclusion in this handbook. They answered dozens of questions, assembled and organized massive amounts of documentation, designed very productive site visit schedules, and served as very gracious hosts during our stay in their communities.

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Thank you all very much!

INTRODUCTION

Origins of the Project

The Carl D. Perkins Vocational Education Act of 1984 (PL 98-524) mandates that ten percent of the funds allocated to each state through this law be used to provide effective vocational education for students with handicaps. The law also specifies that secondary level vocational educators and special educators cooperate when implementing the Perkins Act mandates that apply to special education students.

To help decision makers choose and implement the most effective program designs and instructional techniques applicable to their local situations, the Vocational Studies Center (VSC) applied for and received funding from the U.S. Office of Special Education and Rehabilitative Services to select, describe, and publicize 12 exemplary approaches to meeting the Carl D. Perkins Act's mandates that apply to secondary level special education students. This project began on June 1, 1986, and was completed on May 31, 1988.

Selection Process

VSC staff requested state and local vocational educators, special educators, advocacy group representatives, university personnel and others from around the country to nominate projects they considered exemplary. They were asked to use the following guidelines when deciding whether or not to nominate a project or program:

1. The program should implement in exemplary fashion the major Perkins Act mandates that apply to special education students (notification and outreach, assessment, career counseling and guidance, specialized instructional services and curriculum modification, and counseling for transition to post high school options).

2. The Perkins Act implementation procedures must have been in operation during the 1985-86 school year, and be expected to continue for at least one year beyond the time of nomination.

3. The secondary level vocational education programs associated with this effort must include at least three occupational areas.

4. The project or program must have documented goals, objectives, and activities, and program administrators must be willing to share this information.

5. The project or program must have, and be willing to make public, data on program and student performance.

6. Local staff must be willing to share fiscal data that apply to implementation of Perkins Act mandates for special education students.

7. Local staff must be willing to facilitate on-site observation of the program, staff interviews, and review of records by Vocational Studies Center staff.

In response to this request, 250 projects and programs from around the United States were nominated. Of that group, 96 completed and returned a nine page questionnaire.

In addition to explaining how they used the Perkins Act's 10% handicapped setasides, these 96 respondents provided detailed descriptions of how they met the major Perkins Act Program mandates that apply to secondary level special education students. These mandates (Carl D. Perkins Vocational Education Act, section 204), are:

1. "...provide information to handicapped students and parents of such students concerning the opportunities available in vocational education at least one year before the students enter the grade level in which vocational education programs are first generally available in the state...together with the requirements for eligibility for enrollment in such vocational education programs."

2. Each handicapped student who enrolls in a vocational education program shall receive "an assessment of the interests, abilities and special needs of such student with respect to completing successfully the vocational education program."

3. Each handicapped student who enrolls in a vocational education program shall receive "special services, including adaptation of curriculum, instruction, equipment, and facilities, designed to meet the needs established as a result of the assessment described"...

4. Each handicapped student who enrolls in a vocational education program shall receive "guidance, counseling, and career development activities conducted by professionally trained counselors who are associated with the quality of such special services."

5. Each handicapped student who enrolls in a vocational education program shall receive "counseling services designed to facilitate the transition to post-school employment and career opportunities."

6. "Equal access will be provided to handicapped...individuals to the full range of vocational programs available to non handicapped... individuals, including occupationally specific courses of study, cooperative education, and apprenticeship programs."

7. "Vocational programs and activities for handicapped individuals will be provided in the least restrictive environment in accordance with section 612(5)(b) of the Education of the Handicapped Act and will, whenever appropriate, be included as a component of the individualized education plan required under section 612(4) and section 614(a)(5) of such act."

8. "Vocational planning for handicapped individuals will be coordinated between appropriate representatives of vocational education and special education."

Several other aspects of effective program delivery, including administrative structure, linkage with other agencies, inservice training approaches, student performance evaluation, post program follow-up, and program evaluation were also considered.

Many respondents, on their own initiative, provided supplemental information. This included curriculum guides, student study aids, and videotapes that portrayed aspects of their program or recorded students' perceptions.

A national panel of experts, selected because of their skill and experience in vocational special needs, special education, vocational education, administration, and advocacy for disabled individuals met and rated all 96 nominees on the following factors:

1. Organization
   a) Administration,
   b) Staffing pattern and staff qualifications,
   c) Budget/fiscal considerations,
   d) Target population,
   e) Course offerings,
   f) Number of special education students served.

2. Perkins Act mandates
   a) Parent and student outreach and notification,
   b) Assessment of students' abilities, interests and special needs,
   c) Special instructional support and other services,
   d) Guidance, counseling and career development,
   e) Counseling to facilitate transition,
   f) Equal access,
   g) Least restrictive environment,
   h) Vocational education-special education coordination.

3. Other factors
   a) Program evaluation,
   b) Comprehensiveness,
   c) Replicability.

The review panel used a Likert Scale rating system to assign scores to each respondents descriptions of the components listed above. The raters used the following criteria to guide their decisions:

1 = **inadequate.** Does not meet minimum standards prescribed by PL 98-524.

2 = **minimally adequate.** Meets minimum standards prescribed by PL 98-524.

3 = **above average.** Exceeds minimum standards prescribed by PL 98-524.

4 = **significantly above average.** Far exceeds minimum standards prescribed by PL 98-524.

5 = **outstanding.** Sets benchmark for excellence in serving special education students according to the applicable PL 98-524 mandates. A model approach.

Site Visit

The project director notified representatives of the 12 projects or programs that they were selected as exemplary, and secured their commitment to help arrange a site visit by members of the Vocational Studies Center staff. All 12 of those originally chosen elected to continue working with VSC staff. The 12 site visits were made between January and May, 1987. Two VSC staff members traveled to each site, and spent approximately two days there in order to:

1. Review major fiscal and program components of each project,

2. Explore and document any key factors making this effort highly effective that were not recorded on the questionnaire submitted by local staff.

At each site, VSC staff observed activities, reviewed documents, and conducted interviews. VSC staff worked through local contact persons to develop specific site visit schedules.

After completing the site visits, VSC staff assembled comprehensive descriptions of each project or program. The core of each description was drawn from material originally submitted by local staff. Draft copies were submitted to the local contact person at each site for review and addition of current fiscal, program and follow up data. Upon receiving these review copies, VSC staff prepared the descriptions included in the handbook entitled **Profiles of success: Serving secondary special education students through the Carl D. Perkins Vocational Education Act--12 exemplary approaches.**

In reviewing the top entrants, VSC staff concluded that the quality of the projects/programs that ranked 13-22 was also quite high, and thus merited dissemination. Although not a requirement of the federal project, VSC staff decided to prepare a second publication that contained the descriptions of these 10 creative approaches. Since VSC staff did not have the resources to conduct site visits to these projects/programs, staff communicated by phone and by correspondence with contact people at each site. The results of that effort are contained in this document.

The Structure of Each Profile

Each profile begins with a section entitled "Background Information." It includes a summary of the project/program objectives, key features, staffing patterns, financial data, and number of students served.

The next section, entitled "Meeting the Perkins Act Mandates that Apply to Special Education Students," includes descriptions of how each project or program met the eight major mandates listed previously.

The third section is entitled "Evidence of the Project's Effectiveness." In it, the performance data supporting the project's/program's impact are presented. This includes measures of student performance and a summary of the post school status of former students.

The fourth section, entitled "Additional Information," contains descriptions of other significant project/program components.

The last section of each profile contains a series of exhibits. These exhibits provide more details about some aspect of the services provided, describe how cooperating agencies function, outline inservice training curricula, or illustrate forms used to structure and document services provided. In selecting material to include as exhibits, VSC staff focused on items that might add to the reader's understanding of the project and be adaptable to the reader's local circumstances.

Technical Assistance

If the reader wishes to learn "directly from the source," he or she may communicate with the contacts listed in each profile. The fiscal requirements and other conditions under which local staff would be available to provide technical assistance are also described in this section.

Instructional and Other Materials

This section lists materials that are available. Prices and ordering information are included.

Common Themes

The last chapter of the handbook reviews some of the recent "excellence in education" literature, and summarizes the themes common to the 10 creative approaches described in this publication.

COOPERATIVE LEARNING OF OCCUPATIONS UTILIZING TRAINING AND EVALUATION (C.L.O.U.T.E.)

Location:
Everett School District #2
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Contact Person:
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Background Information

Objectives

1. Provide formalized vocational evaluation and assessment services to handicapped students.

2. Provide work activities, experiences and competitive employment opportunities to handicapped students.

3. Provide a process to assure that students with disabilities make positive transitions from school to work.

Key Features

The C.L.O.U.T.E.'s key features include:

1. Formalized vocational evaluation and assessment,

2. Work adjustment activities, work experience sites,

3. Mainstreaming into regular vocational programs,

4. Competitive employment opportunities,

5. Transitional services,

6. P.I.E.,

7. Two and one half (FTE) program aides,

8. A 35 mm. film entitled "CLOUTE" and slide/tapes entitled "The New Work Force of the 80's and "Bridging the Gap." All are available upon request.

Staff Assigned to Project

Project Director - 5%

The project director has 20 years experience in the field and eight years experience in her current position. She has a Bachelor's degree and a Master's degree in psychology.

Work Study Facilitator - 100%

The work study coordinator has 13 years experience in the field, eight of which were in his current position. He has a Bachelor's degree, a Master's degree and vocational certificate.

Teacher - 100%

The teacher has 10 years experience in the field and eight years in his current position. He has a Bachelor's degree in special education.

Vocational Director - 5%

The vocational director has 23 years of experience in the field and two years in his current position. He has Bachelor's and Master's degrees and vocational and principal's certificates.

Vocational Evaluator - 100%

The vocational evaluator has 10 years experience in the field and three years experience in her current position. She has a Bachelor's degree, and a Master's degree in vocational special needs.

Program Aides - 100%

Two persons serve as full time aides to the project and one person works half time as an aide to the project.

Financial Data

	1985-1986	1986-1987	1987-1988
PL 98-524 10% handicapped setaside	8,028	9,470	9,940
PL 98-524 22% disadvantaged setaside	26,167	29,335	27,750
Other PL 98-524 funds - Single Parent	5,000	4,783	14,500
PL 94-142 "flow-through" funds	12,000	12,000	12,000
Job Training Partnership Act Funds	15,105	3,000	32,000
TOTALS	$ 89,302	$ 82,288	$ 96,190

Examples of how 10% handicapped setasides were used in 1985-1986

Setaside funds were used to pay the salaries of teacher aides in business and office classes, and the salaries of vocational evaluators. Additional funds were used to purchase a computer tracking system for disadvantaged students.

Examples of how the 10% handicapped setasides were used in 1986-1987

Funds were used to pay the salary of an aide in the Teen Family course and the Horticulture/Greenhouse course. These funds also helped pay the vocational evaluators.

Examples of how the 10% handicapped setasides were used in 1987-1988

Funds were used for the salary of a teacher aide in the Teen Family course and the salary of vocational evaluators. Additional funds supported program improvement and curriculum development for the Home and Family Life course.

Number of Special Education Students Served

	1985-1986	1986-1987	1987-1988
Mildly Mentally Retarded	36	40	40
Moderate/Severely Retarded	16	18	18
Learning Disabled	20	22	30
Seriously Emotionally Disturbed	8	8	8
Orthopedically Impaired		1	1
Visually Handicapped	1		1
Other Health Impaired		1	
Multi-Handicapped	—	4	6
TOTAL SERVED BY THIS PROJECT	81	94	104

Total number of special education students served through this project by grade (unduplicated count)

Grade	1985-1986
9	12
10	23
11	30
12	16

Estimated number of special education students served who also received assistance from ancillary agencies

Number of Students 1985-1986	Agency
7	State/Federal Vocational Rehabilitation Program
25	JTPA funded program
8	Developmental Disabilities (D.S.H.S.), Mental Health

Total number of vocational education courses completed by students served through this project.

	1985-1986	
	Semester Length	Year Long
Agricultural Education	2	5
Business/Office Education	19	8
Consumer and Homemaking Education	41	17
Marketing Education	5	2
Industrial/Technology Education	28	6
Cooperative Vocational Education		4
Specially Designed Vocational Program	21	25
Work Experience Program	37	27
TOTAL	153	94

Meeting the Perkins Act Mandates That Apply to Special Education Students

Mandate One: Notification

In the spring, informational meetings are held with secondary school staff and parents of eighth grade students. Students tour programs and facilities. High school program catalogs are distributed. Students already enrolled in high school are referred by the Multi-Disciplinary Team for formal vocational assessment and evaluation. Post-evaluation conferences are held with the referring agent(s), student and parents. They discuss appropriate short and long range vocational goal planning, and often recommend that the student enroll in a regular vocational education class. Requirements for special needs students to participate in a given regular vocational education class are the same for all students (e.g., class status, class/period schedule). Evaluation of this effort includes tabulating the number of meetings held and tours conducted, and the number of vocational evaluations completed.

Mandate Two: Assessment

The school district employs two full time vocational evaluators to deliver formalized vocational evaluation and assessment services to special needs students. They use Valpar and JEVS work samples and two MESA (Microcomputer Evaluation and Screening Assessment) systems. Formal vocational assessment reports are written to include the student's vocational strengths, weaknesses, aptitudes and abilities, likes and dislikes, short and long range program recommendations and a summary of other pertinent psychological, social, academic and medical information. Vocational areas in which a student displays a high probability of success are discussed with the student and included in the final report recommendations. Ideally, freshman are served first. However, senior status students receive priority. The vocational evaluators are responsible for scheduling evaluations, arranging/conducting conferences and writing the final evaluation report.

Mandate Three: Special Services

Vocational/special needs staff development activities to accommodate handicapped students by revising curriculum and instruction are on-going and encouraged by the district. Project funds have provided teacher inservice training activities that have resulted in increased awareness and acceptance of handicapped students into regular vocational programs. Carl Perkins Act monies provide teacher aides to support vocational programs that have several handicapped students enrolled (i.e., Business and Office, Graphic Arts, Distributive Education). In addition, class specific pre-vocational training occurs. The special education teacher provides the instruction and the vocational instructor provides support services through a continuum activities that eventually reverses these instructors' roles. The vocational instructor then teaches and the special education teacher responds in a support services capacity.

Mandate Four: Guidance, Counseling and Career Development

After a student successfully completes vocational assessment, work adjustment and/or work experience, they are referred for competitive community job placement. A critical resource in this endeavor is the high school's Career Center. Students are introduced to the Career Center in their sophomore year through a one to five day workshop. Workshop content includes non-reading interest assessment and exploration, career of the week activities, values and career exploration, and orientation to career resources. The Career Counselor is involved in the student's competitive job seeking activities by providing counseling, job lead information and job interview preparations that are coordinated with the vocational evaluators and special education staff. Seven percent of the district's Carl Perkins handicapped setaside funds are used to supplement these activities. These efforts are evaluated by noting attendance at Career Center class offerings and the number of student contacts.

Mandate Five: Counseling for Transition

In the spring of the student's junior year, he or she becomes involved in the district's Specified Transitions to Employment and Placement (STEP) program. STEP is a project funded by special education. STEP is a comprehensive coordinated effort between the district, parents, Region III State Division of Vocational Rehabilitation, and the Division of Developmental Disabilities to plan for the implementation of the student's final year in school and successful entry into a community based adult service delivery system or employment. In the fall of the student's senior, or final, year of school, transition services are listed as a primary goal on the IEP. Representatives from the above agencies meet with the student, parents, and significant others in the IEP meeting to make initial appointments for service eligibility determination or modification of existing service plans. The plans outlined during the transition team meetings are implemented and monitored throughout the year. The program is evaluated by documenting the number of graduated students who are competitively employed or are receiving post graduate vocational services or training. Multiple agency counseling and services are provided to students for post-school planning, employment and further vocational technical training. (See Exhibits 1 through 7.)

Mandate Six: Equal Access

The Everett School District provides equal opportunity and access to all students in all secondary vocational programs. As part of special education's mainstream efforts and through the cooperation of the vocational education department, over $14,000 in grant funds have been secured to provide staff development activities to increase handicapped students participation in all of the occupational clusters and programs available to them. Course/grade transcripts are used to track the students in these areas. In addition, students are "hand scheduled" into appropriate courses that are consistent with each student's vocational interest and aptitudes.

Mandate Seven: Least Restrictive Environment

It is within the vocational special needs instructional area that the C.L.O.U.T.E. program derives it's uniqueness. The four major components of the program are vocational evaluation, work adjustment, work experience and competitive job placement/follow-up. Although each activity is independent they are all interdependent and are presented to give escalating success to the student. The vocational evaluation aspect has been briefly explained earlier. The work adjustment component is modeled after vocational rehabilitations's "sheltered workshop" concepts. Basic worker behavior traits are taught and experienced by the student via subcontract work that is obtained from local industries through competitive bidding procedures. Approximately 50% of the monies received from a contract are paid to the student for work performed. It is the district's contention that to teach the intrinsic values of work to students we would be remiss to withhold the reward - money. Each year the Work Adjustment Center, through a variety of subcontracts (e.g., microfilming, telephone cannibalization, electronic recycling) generates $12,000 - $22,000. Because of commitments to contractors and learning activity sequences for students, the center operates on a twelve month cycle. During the summer the program is integrated into the district's Job Training Partnership Act subcontract with Snohomish County's largest Summer Youth Work Experience Program vendor, Washington State Employment Security, Youth Opportunity Center.

After the student is rated 75% or above on the Employees Worker Behaviors List they are transferred to a work experience training site. The emphasis in work experience is for the student to display acceptable worker behaviors. Students receive a salary of federal minimum wage or above. If they are placed at an "in district" training site (e.g., cafeteria, custodial, data entry, clerical) the district pays their wages. If they are placed at the Herald newspaper, they are paid by the employer at prevailing wage rates. Other students participate in a variety of Work Experience Programs through the linkage of the district's vocational education department and local JTPA service providers. Placements in the above program areas are based upon the recommendations in the student's vocational assessment report.

Mandate Eight: Vocational/Special Education Coordination

The district special education and vocational education departments both contribute funds to staff and supervise a district wide full time vocational special needs Work Study Facilitator position. The person in this position acts as a liaison between the two departments and provides technical assistance on current trends, legislation, and recommendations for short and long term program planning for vocational special needs education. The Work Study Facilitator attends vocational and special education department head meetings and serves on the district's vocational General Advisory Committee. The fact that the two departments share the expense of the position and provide the clerical support necessary indicates the district's total commitment to providing appropriate vocationally orientated programs and activities to handicapped secondary education students. Evaluation of the facilitator's performance includes scheduled reviews of the job description and a yearly contract in accordance with certificated negotiated personnel contract provisions.

Evidence of the Project's Effectiveness

Number of special education students served by this project who:

	1985-1986
Graduated	25
Dropped vocational education classes, but stayed in school	0
Dropped out of school entirely	68

Post School Status of Former Students

NOTE: The following data are taken from a study of Everett School District students by the Networking and Evaluation Team, University of Washington completed in July, 1986 entitled "1985 Three-Year Follow Along Studies."

The data presented here are the results of record reviews and interviews with parents of 14 Special Education students who have graduated from the Everett School District, five Special Education students who have dropped out of high school, and 16 nonhandicapped students who have graduated from the Everett school district in June, 1985.

GRADUATES	DROPOUTS	NONHANDICAPPED
25 Attempted	68 Attempted	30 Attempted
5 No Answer	26 Moved	10 No Answer
3 No Phone	12 No Answer	4 Disconnected
2 Disconnected	10 Still in School	16 (53%) Interviewed
1 Still in School	8 Disconnected	
	4 No Phone	
	2 Deceased	
	1 Wrong Number	
14 (56%) Interviewed	5 (7%) Interviewed	

Special Education Categories

GRADUATES	DROPOUTS
5 Mildly Mentally Retarded	1 Health Impaired
9 Learning Disabled	3 Learning Disabled
	1 Behavior Disordered

Age

	GRADUATES	DROPOUTS	NONHANDICAPPED
18	2 (14%)	2 (40%)	7 (44%)
18 - 19	9 (64%)	2 (40%)	9 (56%)
20+	3 (22%)	1 (20%)	----

Sex

	GRADUATES	DROPOUTS	NONHANDICAPPED
MALE	10 (71%)	4 (80%)	8 (50%)
FEMALE	4 (29%)	1 (20%)	8 (50%)

Race

	GRADUATES	DROPOUTS	NONHANDICAPPED
CAUCASIAN	14 (100%)	5 (100%)	14 (88%)
BLACK	----	----	1 (6%)
HISPANIC	----	----	1 (6%)

Current School Program

GRADUATES N = 14		DROPOUTS N = 5			NONHANDICAPPED N = 16
Mild MR	LD	Health	LD	BD	
2	0	1	1 OJT	0	6 Community College (CC) 1 4 Year College 2 Voc Tech
Total	2 of 14 (14%)	Total	2 of 5 (40%)		Total 9 of 16 (56%)

Currently Employed

	GRADUATES		DROPOUTS			NONHANDICAPPED
	Mild MR	LD	Health	LD	BD	
YES	0/5	8/9 (89%)	0/1	2/3 (67%)	0/1	13
TOTAL YES	8 of 14 (57%)		2 of 5 (40%)			13 of 16 (81%)

Current School and Employment Status

	Special Education Graduates N = 14
No job, not in school	4 (24%)
Employed, not in school	8 (57%)
Employed and in school	0
No job and in school	2 (14%)

	Special Education Dropouts N = 5
No job, not in school	2 (40%)
Employed, not in school	1 (20%)
Employed and in school	1 (20%)
No job, not in school	1 (20%)

	Nonhandicapped N = 16
No job, not in school	1 (6%)
Employed, not in school	6 (38%)
Employed and in school	7 (44%)
No job and in school	2 (12%)

Current Job Names

NONHANDICAPPED N = 13	GRADUATES (ALL LD) N = 8	DROPOUTS (LD) N = 2
3 Clerical	4 Retail	1 Janitorial
2 Construction	1 Military	1 Odd Jobs
1 Waitperson	1 Janitorial	
1 Cashier	1 Newspaper work	
1 Busperson	1 Glass installer	
1 Janitorial		
1 Boxperson		
1 Mechanic		
1 Hostess		
1 Fast Food		

How Obtained Current Job After School

		LEARNING DISABLED	
	NONHANDICAPPED N = 13	Graduates N = 8	Dropouts N = 2
School	3 (23%)	3 (38%)	------
Family/Friend	2 (15%)	1 (12%)	1
On Own	8 (62%)	4 (50%)	-------
Youth Program	------	------	1

Current Employment - Hours/Week*

	NONHANDICAPPED N = 13	LEARNING DISABLED Graduates N = 8	LEARNING DISABLED Dropouts N = 2
Hours/Week			
0-10	1 (8%)	0	0
11-30	5 (38%)	2 (25%)	1 (50%)
31-40	6 (46%)	4 (50%)	1 (50%)
	1 unknown	2 unknown	

Current Employment - Salary/Week*

	NONHANDICAPPED N = 13	LEARNING DISABLED Graduates N = 8	LEARNING DISABLED Dropouts N = 2
Salary/Week			
$ 1-50	1 (8%)	0	0
$51-134	6 (46%)	2 (25%)	1 (50%)
$135-150	4 (31%)	4 (50%)	1 (50%)
	2 unknown	2 unknown	

*N represents only those students who are working and reported a salary.

Parent Satisfaction with Current Job

	NONHANDICAPPED N = 13	LEARNING DISABLED Graduates N = 8	LEARNING DISABLED Dropouts N = 2
Very	9 (69%)	4 (50%)	2 (100%)
Somewhat	1 (8%)	2 (25%)	------
Not very	3 (23%)	------	------
Not at all	------	1 (13%)	------
		1 unknown	

Ever Held Job While in High School

	GRADUATES N = 14		DROPOUTS N = 5			NONHANDICAPPED N = 16
	Mild MR N = 5	LD N = 9	Health N = 1	LD N = 3	BD N = 1	
YES	2	6	0	1	1	13 (81%)
NO	3	3	1	2	0	3 (19%)

TOTAL		
YES	8 (57%)	2 (40%)
NO	6 (43%)	3 (60%)

Current Living Arrangement

		GRADUATES N = 14		DROPOUTS N = 5		
	NONHANDICAPPED N = 16	Mild MR N = 5	LD N = 9	Health N = 1	LD N = 3	BD N = 1
Family	12 (75%)	3 (60%)	7 (78%)	1	2	1
Dormitory	2 (13%)	------	------	------	------	------
Alone, w/Spouse	1 (8%)	1 (20%)	2 (22%)	------	------	------
Detention Home	------	------	------	------	1	------
	1 unknown		1 unknown			

Parent Satisfaction with Current Living Situation

		GRADUATES N=14		DROPOUTS N=5		
	NONHANDICAPPED N = 16	Mild MR N = 5	LD N = 9	Health N = 1	LD N = 3	BD N = 1
Very	13 (81%)	3 (60%)	4 (44%)	1	2	------
Somewhat	2 (13%)	1 (20%)	5 (56%)	------	------	1
Not very	------	------	------	------	------	------
Not at all	------	------	------	------	1	------
	1 unknown		1 unknown			

Marriage

	GRADUATES		DROPOUTS			NONHANDICAPPED
	Mild MR N = 5	LD N = 9	Health N = 1	LD N = 3	BD N = 1	N = 16
YES	0	1	0	0	0	0
NO	5	8	1	3	1	16

Children

	GRADUATES		DROPOUTS			NONHANDICAPPED
	Mild MR N = 5	LD N = 9	Health N = 1	LD N = 3	BD N = 1	N = 16
YES	2	1	0	0	0	0
NO	3	8	1	3	1	16

Problem with the Law

	GRADUATES		DROPOUTS			NONHANDICAPPED
	Mild MR N = 5	LD N = 9	Health N = 1	LD N = 3	BD N = 1	N = 16
YES	0	0	0	1	0	0
NO	5	9	1	2	1	16

Parent Report of Friends

	GRADUATES		DROPOUTS			NONHANDICAPPED
	Mild MR	LD	Health	LD	BD	
	N = 5	N = 9	N = 1	N = 3	N = 1	N = 16
NONE	1	0	0	1	1	0
ANY	4	9	1	2	0	16

Parent Satisfaction with School District

	GRADUATES		DROPOUTS			NONHANDICAPPED
	Mild MR	LD	Health	LD	BD	
	N = 5	N = 9	N = 1	N = 3	N = 1	N = 16
Very	2 (40%)	4 (45%)	0	1	1	10 (63%)
Somewhat	1 (20%)	2 (22%)	0	0	0	2 (13%)
Not very	0	1 (11%)	0	1	0	1 (6%)
Not at all	0	2 (22%)	1	1	0	0
	2 unknown					3 unknown

TOTAL

Very	6 (43%)	2 (40%)
Somewhat	3 (21%)	0
Not very	1 (7%)	1 (20%)
Not at all	2 (14%)	2 (40%)
	2 unknown	

Considerations for Those Wishing to Replicate this Project

Administrative

Those wishing to replicate this project must have a strong commitment to the philosophy and purpose of special needs students entering the vocational and regular classes.

Staffing

There is a need for special education teachers who care or have internalized the purposes and foundations of vocational education and the demands of the "world of work" on students preparing to enter the competitive labor market.

Technical Assistance Available

Type

Interested persons are invited to visit. Mail and telephone inquiries are welcomed. Project staff will provide on-site technical assistance.

Cost

The cost of on-site technical assistance is $250 per day plus travel and expenses.

EXHIBIT 1

Bridging the Gap Between School and Work

NOTE: The following are excerpts from "A Process for Assuring Positive Transition for Students with Disabilities from School to Work," written by John Layser in March, 1986. The guidelines were developed by the Everett School District No. 2 in cooperation with the Office of the Superintendent of Public Instruction, the Division of Vocational Rehabilitation, and the Division of Developmental Disabilities.

Transitional Guidelines

Introduction

Transitional Procedural Guidelines is a product of Everett School District No. 2's Transition program, which involves the Everett School District, the State Division of Vocational Rehabilitation (DVR), the Division of Developmental Disabilities (DDD), and the Office of the Superintendent of Public Instruction.

The transition program started in 1984 with a series of informal meetings with DVR, DDD and Everett Schools' vocational staff as a response to national and state transition policies. The substance of the agreement incorporated in these guidelines slowly evolved. More importantly, working relationships were developed. These are essential for any such program to be functional.

After a year's program development, John Layser was asked to write down these guidelines in order to share the findings with others attempting transition. Larry Galli, Everett School District, and Orval Taylor, DVR, helped develop these guidelines for publication by the State of Washington.

These guidelines show how one area in Washington State is bridging the gap between school and work. There are other ways, other nuances required by local conditions, but this works in Everett, Washington. Transition from school to work is critical. At this stage, these young people are much more likely to benefit from adult provider services than if they were allowed to fail time after time because the services were not provided.

These guidelines have been developed to assist personnel from school districts and regional offices of the Division of Vocational Rehabilitation and the Division of Developmental Disabilities who want to help students with special needs make a positive transition from school to work. In the state of Washington, the Superintendent of Public Instruction and the Directors of the Divisions of Developmental Disabilities and Vocational Rehabilitation have developed and signed a Memorandum of Understanding that outlines their support and individual agency roles in effecting these positive transitions with students. The next step is to incorporate this approach at the school district level.

Phase I

Developing Interagency Cooperation

Developing the relationships that are requisite to successful transitions for students with special needs should not be difficult. In most cases, representatives of the Local School District (LSD) and the state Divisions of Developmental Disabilities (DDD) and Vocational Rehabilitation (DVR) already have had some contact with each other. All three are interested in the same goal: ensuring that graduates with special needs receive the services necessary to make a successful transition to the "outside" world, including the world of work. It does not matter who takes the initiative to begin the process, e.g., the local administrator for DVR, DDD, or for Special Education or Special Services in the school system. The important point is that one of the three starts the process.

The process begins with a series of meetings between representatives of the three agencies to develop understanding about how each can contribute to the transition process, as well as identify the constraints under which each operates. The culmination of this aspect is a formal written "Memorandum of Understanding" signed by the three parties that details each party's responsibilities and the designation of the persons who will represent each agency at the Transition Team planning meetings.

In the next phase of the process, a Transition Team meeting is held to discuss individual students who will be leaving the school system, and to develop a plan for the student's successful transition from school to work. At this time, it should be expected that new information regarding eligibility and classification standards used by the three agencies may arise as individual students with their own particular needs are discussed. The ways in which each of the agencies can cooperate and participate should also be further clarified.

The final phase is a review of how the process is working, with suggestions for change discussed and incorporated as appropriate. Occasionally, this may require a change in the Memorandum of Understanding. This guide is a discussion of each of the three phases.

Topics for Discussion at the Initial Meetings

The first step is to set up a meeting between representatives of DDD, DVR and LSD. This meeting starts the process of determining how the three agencies can work together to help students with special needs make successful transitions from school to work. The initial meeting may only identify what information each agency needs about the other in order to be able to make a commitment to implementing the transition process. Since the ultimate goal of the meeting is the development of a working agreement between the agencies, the existing agreements at the state and local levels (Figures and) might be studied and used as a basis of discussion at one of the ensuing meetings. The following should be discussed during this series of meetings in order to develop a level of understanding and commitment needed to ensure that the transition process will work:

EXHIBIT 1, contd.

1. Who qualifies as a special education student in the LSD?

2. How many graduate each year for the next two to three years?

3. What kind of programs are operated by the school district for students with special needs?

4. What information will the LSD provide for Transition Team planning?

5. What are the eligibility requirements for DDD and DVR services?

6. What services are DDD and DVR able to provide?

7. What constraints (e.g., budgetary, caseload size) might limit or delay services?

8. What geographic area is served by DDD, DVR, LSD?

9. At what time in the student's school program can/should DDD and/or DVR become involved? (This manual suggests that the student's junior year, or two years before graduation, is the appropriate time for agency involvement. It may be advantageous to start much earlier with certain students.)

10. What services can DDD and/or DVR provide during the remainder of the student's school experience?

Memorandum of Understanding

As Transition Team members increase their level of understanding about what is necessary for students to make a successful transition, and how each may fit into that process, the participants should focus on developing a Memorandum of Understanding that documents how each intends to contribute to the transition process. This written document will provide evidence that all three parties are committed to ensuring that graduating students with special needs will receive the services necessary to help them make a successful transition to the post-school world, and it clarifies the role each is able and expected to play. In developing a Memorandum of Understanding, keep in mind that many students receiving special services from the school system will not require services from DDD or DVR upon leaving school because they are already prepared to handle their own needs. The LSD should consider this when developing a list of people to be screened each year, and schedule only those who seem to be poor risks for making a successful transition without special help. If there is any doubt about a particular student, the student should be listed and reviewed. Over a period of time, the decisions made on the doubtful ones will help sharpen the acuity of the scheduler.

Both DDD and DVR may provide services to eligible students while they are still in school. Generally, these would be services that the LSD is not expected to provide, but may be important to the student's successful transition. A summer

recreation program funded by DDD to help a person become more socially successful is one example. The central point is that expectations should be clearly delineated.

Designation of Participants in the Meetings

Due to the decisions that will be made, each agency should have an administrator attend these initial meetings. In anticipation of the final agreement, administrators may also want to have personnel attend who will be responsible for following through on the agreement.

The representative from DDD and DVR should be counselors who will be responsible for either intake and/or continued work with the students should they become clients of the agencies. These persons should also bring any information they have about scheduled students to the Transition Team planning meeting. In the first year of the implementation, supervisors might also want to be involved in order to monitor agency involvement and answer any policy questions that might arise.

The representatives from LSD should include those persons who best know the student. If the student is in a self-contained classroom, then that teacher should be present. If the school has a vocational evaluator who has assessed the students being considered, then the evaluator should also be present. For those students who are mainstreamed, the school should identify the person who best knows the student as the one to attend the Transition Team planning meeting.

The Transition Process

1. LSD identifies graduating special needs students (fall of Junior year).
2. LSD schedules vocational evaluations (completed by March of Junior year).
3. Transition Team planning meeting scheduled (April or May of Junior year).
4. LSD obtains releases of information from parents (one month in advance of Transition Team Planning Meeting).
5. LSD sends list of students and vocational evaluations to DDD and DVR (two to four weeks in advance of planning meeting).
6. Transition Team planning meeting held (as per schedule above).
7. Agreed upon plans distributed to LSD, DDD, DVR (within two weeks of meeting).
8. Plans incorporated into the Individual Education Plan (IEP), Individual Service Plan (ISP), Individual Written Rehabilitation Plan (IWRP) as appropriate. The timing will vary by plan and student.

9. IEP meetings with parents, including representatives from DDD and DVR (fall of Senior year).

10. Plans implemented (timing as per plan).

11. Transition Team meeting to evaluate results (six months after graduation).

Phase II

Implementing the Transition Process

With the Memorandum of Understanding in place, the transition planning process can take place. The implementation starts with the LSD representative identifying those students who need this type of planning and ends with an evaluation of how successful the transition process has been with those students.

To make this process work:

1. Students with special needs should be identified for transition planning by the fall semester of their junior year. This allows time to gather information for the planning meeting to be held in the following spring. If the LSD has a vocational evaluator, early identification will also allow time to complete a vocational evaluation.

2. The purpose of the Transition Team planning meeting is to identify students' needs, the services to be rendered, the timing of those services, and the persons who will be responsible for rendering those services. It should take place in the spring before the students begin their final year of school. An exception might occur when the transition process is being installed. There may have to be a "catch-up" period because some students have already started their senior year. In that case, they may have to be considered by the team in the fall of their senior year.

3. Prior to the meeting, after securing written releases of information from parents, the LSD should furnish both DDD and DVR with a list of the students to be considered. The list may be accompanied by other information such as a recent vocational evaluation report and/or a Student Profile sheet. (See Figure .) This will allow the agencies to determine if the students are already their clients, read the material that will be discussed, and reduce the amount of time spent meeting.

4. At the Transition Team meetings, one of the LSD representatives should give a brief summary of the school system's experience with the student and the student's family. This would include the type of program the student has had, how the student has performed, any noteworthy behavior, and the family's interest in the student and his

program. If a vocational evaluation has been performed, some of this information may have been gathered for that report, and may not need to be repeated. DDD and DVR will be considering whether he or she appears to be eligible for their services. It is important that someone record the decisions that are made so that they can be distributed to the proper persons for follow through. The decisions that appear on the "Transition Plan" sheet (see Exhibit) should ultimately appear in the student's Individual Education Plan (IEP), and may appear in DDD's Individual Service Plan (ISP) and/or DVR's Individual Written Rehabilitation Plan (IWRP).

5. The IEP meeting held at the beginning of the student's final year should be attended by all members of the Transition Team who are responsible for following through on any portion of it. This meeting is extremely important for a number of reasons: a) it gives parents the opportunity to review the work of the Transition Team and to suggest changes or additions; b) it gives parents the opportunity to meet with agency counselors and learn more about the services they provide; c) it provides an opportunity to set up appointments for intake processing if needed; and d) it is a formal linkage between the team, the student and family.

Phase III

Evaluation

The third phase is an evaluation of the process. It is helpful if the content of the evaluation is discussed when the three parties are considering how they can work together to effect successful transitions. The evaluation may look at methods for making planning meetings more efficient, better communication methods, methods to assist in follow through on elements specified in the plan, or any other phase of the transition process. The most important aspect of the evaluation will be whether the persons for whom transition plans have been developed have made successful transitions. Six months after the students have graduated, the transition team should meet to discuss on a case by case basis the results of the planning. At this meeting, try to identify any breakdowns or gaps in the process, as well as any practices that were especially effective. Some examples of problems that have occurred, and for which solutions have been developed, follow.

1. PROBLEM: A list of students scheduled for the transition planning meeting is sent to DDD and DVR. A caseworker arrives with the wrong case file because the agency has two clients with the same name.

   SOLUTION: The birth date of each student is added to the list.

2. PROBLEM: Some students are reticent about keeping intake appointments perhaps out of fear or shyness.

SOLUTION: A caseworker or counselor meets at school with all transition students as a group for an hour every other week, with vocational concerns as the focus. This helps students become more comfortable with the counselor.

3. PROBLEM: Reading case material at the planning meeting slows the meeting down to the pace of the slowest reader.

   SOLUTION: Send material to members in advance.

4. PROBLEM: No solid information exists on which to base the vocational aspects of transition planning.

   SOLUTION: Develop a vocational evaluation program in the school district, or purchase that service from appropriate vendor.

5. PROBLEM: Parents are exploring post-school alternatives for their child with no notice to the school district. This results in a duplication of effort and possible conflicts in plans.

   SOLUTION: Parents should be involved in the transition process much earlier than in the formal IEP process. They should be involved before the transition team meets, preferably before the vocational evaluation takes place, in order to note any significant changes in their child's life, and any plans or information they need. (See Exhibit for an example of how Washington Parents Advocating for Vocational Education (P.A.V.E.) has been included in a Memorandum of Understanding in one school district.)

While the above problems taken individually may seem relatively minor, they illustrate the types of problems that interfere with the transition process if they are not anticipated.

EXHIBIT 2

Transition from School to Work

August 27, 1984

The Division of Vocational Rehabilitation, the Office of Superintendent of Public Instruction and the Division of Developmental Disabilities are working together to ensure that youth with disabilities have a successful transition from school to work. Our intention is:

1. To ensure appropriate transition of secondary students with a disability from high school to employment,

2. To increase valid referrals from school districts to DVR and DDD,

3. To focus on suitable employment throughout the transition process and beyond.

We are pleased that some of you have already done considerable work on transition. For those who do not have a cooperative agreement in place, we encourage the development of three-way cooperative agreements at the local or regional level, involving DDD, DVR, and school districts. A sample model agreement is enclosed which can be adapted to meet local needs. Please sent to Les James any agreements you develop, and he will share them with Dr. Schrag, Dr. Kirsch and Mr. Stern.

Sincerely,

DIV. OF SPECIAL SERVICES AND PROFESSIONAL PROGRAMS	DIV. OF VOCATIONAL REHABILITATION	DIV. OF DEVELOPMENTAL DISABILITIES
Judy A. Schrag Assistant Superintendent Old Capitol Bldg., FG-11 Olympia, WA 98504	Les James Director OB-21C Olympia, WA 98504	John Stern Assistant Director OB-42C Olympia, WA 98504

Gregory Kirsch
Director of Special Education
Old Capitol Bldg., FG-11
Olympia, WA 98504

EXHIBIT 2, contd.

Memorandum of Understanding
Between
The Division of Vocational Rehabilitation, DSHS
and
The Division of Developmental Disabilities, DSHS
and
_____ School District # _____

The Division of Vocational Rehabilitation (DVR), the Division of Developmental Disabilities (DDD), and _____ School District # _____ agree to cooperate in providing appropriate rehabilitation, transition and referral services to students who are physically, mentally and emotionally disabled in order to ensure their entry into suitable employment. It is mutually agreed that the following steps are to be utilized to accomplish that goal.

1. At the beginning of each school year, representatives of DVR and DDD will meet with appropriate school personnel, i.e., counselors, psychologists, principals and special education staff to provide for them an overview of their respective programs, including eligibility requirements and services offered.

2. Following the presentation by DDD and DVR staff, school staff will identify students with disabilities who are perceived as appropriate referrals either to DVR or to DDD. These students should have entered their two last years of school. Lists of appropriate student names will be forwarded with parental approval to the DVR and the DDD staff by October 15th of that year. There will be a three way screening process with DVR, DDD and designated school personnel. Eligible students will be assigned a DVR or a DDD staff person by their respective supervisors.

3. The DDD or DVR representative, the school representative, the student and the parent/guardian will meet to determine whether the suggested referral is appropriate. The parent/guardian will sign a release of information form so that needed school file materials may be shared with the DDD or DVR staff.

4. The supervisors of the DVR and DDD local offices will assign available staff to provide services to those referred to each agency. Additional staff will be assigned as needed and/or available.

5. DVR and DDD staff may offer to provide consultive services, such as DVR/DDD referral information and community vocational resources, as appropriate to school staff involved in the Individual Education Plan (IEP) during the last two years of school.

6. During the student's last two years of school, the DVR and DDD staff will process the student's application for adult services. The student, school and parent/guardian will be notified of the decision

on eligibility no later than March 31st of the last year of school, but preferably much earlier.

7. During the last two years of school, DVR and DDD may provide services as developed in the Individual Service Plan (ISP) or the Individual Written Rehabilitation Program (IWRP). Elements of the ISP and/or IWRP may be addressed in the student's IEP. To the extent that these elements are included in the IEP, they remain the responsibility of the school district.

8. DDD and DVR will assume responsibility for services to persons found eligible for their services as indicated in the ISP/IWRP. Parents/family will also be requested to assume some responsibility, as appropriate.

9. In order to assist mutually in program planning, school districts included in this agreement will conduct an annual survey of students with disabilities prior to their last two years of school, sharing this information with both DDD and DVR and indicating numbers, types of disabilities, and anticipated service needs. This information will be available to adult providers by December 15th of each year.

10. Representatives of DVR and DDD will meet no later than April 30th of each year with designated school staff to assess the effectiveness of this agreement and the appropriateness of renewing it. Changes may be made at that time. Termination may be effected by notifying the other two parties to the agreement by march 30th of any year.

_____	_____	_____
Name	Name	Name
Representing School Dist. # _____	Representing Division of Voc. Rehab.	Representing Div. of Dev. Disab.
Address:		
_____	_____	_____
_____	_____	_____
_____	_____	_____

EXHIBIT 3

Memorandum of Understanding
Between
Everett School District # 2
and
Region III State
Division of Vocational Rehabilitation
and
Division of Developmental Disabilities

Everett School District # 2 (ESD), and Region III state Divisions of Vocational Rehabilitation (DVR) and Developmental Disabilities (DDD) agree to cooperate in providing appropriate services to students with physical and/or mental disabilities in order to assure their access to suitable employment upon leaving the school system. It is agreed that the following responsibilities, steps, and procedures will be observed in accomplishing that goal.

1. This agreement is limited to those persons who have reached their junior year in school and/or are at least 16 years of age.

2. A transition team of persons representing ESD, DVR, and DDD will be formed to screen students to determine the appropriate service provider (i.e., DVR or DDD) for the student upon graduation. At least one person will be appointed by each agency to serve on the team. ESD will provide a list of those students to be screened to DVR and DDD at least one week prior to the screening meeting. It is recognized that not all identified persons will need services beyond high school, and that some graduates may require services from more than one agency upon graduation.

3. During the student's last two years of school, DVR and DDD may provide services as developed in the Individual Service Plan (ISP) or the Individual Written Rehabilitation Plan (IWRP). Elements of the ISP and/or IWRP may be addressed in the student's Individual Education Plan (IEP), and to the extent that they are included they remain the responsibility of the school district.

4. By law ESD is responsible for certain students with special needs until they are 21 years of age. The transition team cannot overrule the wishes of those guardians who want their charges to remain in school until they reach that age.

5. ESD agrees to furnish to the transition team an educational history, a psychological evaluation, and a recent vocational assessment to assist them in making their determination.

7. DDD and DVR agree to furnish material to ESD regarding the services they offer and their eligibility requirements. ESD will see that appropriate employees and parents receive the above.

EXHIBIT 3, contd.

8. DDD and DVR agree to provide consultative services to school employees for potentially eligible students during the students' junior and senior years. This may include job engineering and vocational and career planning.

9. DDD and DVR will help in informing school district personnel of their eligibility requirements and the services available through their program by participating in inservice training sessions for school personnel.

10. DDD and DVR will assist in the development or modification of IEPs as needed.

11. ESD will conduct a survey of grades nine through 12 each December to determine the number of persons in school programs who are likely to be eligible for DDD or DVR programs. The survey results will be distributed to DDD and DVR.

12. Representatives of DDD, DVR, and designated school staff will meet no later than April 30th of each year to assess the effectiveness of this agreement and the appropriateness of renewing it. This agreement may be terminated at any time by any of the parties through written notification of the other two parties.

For Everett School District # 2:

_____

(Signature and Title) (Date)

For Region III Division of Vocational Rehabilitation:

_____

(Signature and Title) (Date)

For Region III Division of Developmental Disabilities:

_____

(Signature and Title) (Date)

For Everett School District Special Services

_____

(Signature and Title) (Date)

For Everett School District Vocational Education

_____

(Signature and Title) (Date)

EXHIBIT 4

Student Profile for DVR Referral

Date _____

Name of Student _____ School _____

Teacher _____ Teacher's Phone Number _____

Motivation for Employment	**YES**	**NO**
1. Expresses interest in employment-related areas.	___	___
2. Displays motivation in career planning.	___	___
Pre-Employment Skills		
1. Is able to handle money effectively (i.e., make change, pay bills).	___	___
2. Uses transit system or has personal transportation (car, driver's license).	___	___
3. Is able to tell time and manage time.	___	___
Independence		
1. Displays initiative.	___	___
2. Has decision-making skills.	___	___
3. Has potential for independent living.	___	___
Social Interaction		
1. Manages interpersonal relations adequately.	___	___
2. Associates freely with peer groups.	___	___
3. Responds appropriately to authority.	___	___

Based on the student's peer group, please evaluate the following traits:

1. Attention span - Low 1 2 3 4 5 High

2. Comprehension - Low 1 2 3 4 5 High

School Attendance (percentage): Reason:

Strongest attributes for employment: Barriers to employment:

1. 1.
2. 2.
3. 3.

EXHIBIT 5

Referral from School to the Division of Vocational Rehabilitation

Referral Source _____ Name of Person Referred _____

Contact Person _____ Address _____

Address _____ _____

_____ Telephone Number _____

Telephone Number _____ Birth Date _____ Sex _____

Why are you referring this person? S.S. # _____

_____ ( ) Graduate ( ) Senior ( ) Junior

DDD Referral? ( ) Yes ( ) No

1. **Vocational**	YES	NO	
Does this person want to work?	___	___	
Work Experience Program?	___	___	What kind? _____
Any paid work?	___	___	What kind? _____
Vocational evaluation done?	___	___	(Please include with referral)
Work productivity, if known	___	___	Use industrial standards:
Work tolerance and stamina	___	___	Capable of working a 40 hr.wk.?
Coordination and Dexterity	___	___	Fine? Gross?
Can person use tools?	___	___	What kind? _____
Does this person take good care of personal and school property?	___	___	
Require frequent retraining?	___	___	
Is attention span appropriate?	___	___	
Frustration tolerance at work site	___	___	
Need for supervision -able to Work alone?	___	___	Quality of work? _____
Handle written instruction?	___	___	
Handle oral instruction?	___	___	
How quickly does person learn?			( ) Fast ( ) Average ( ) Slow
General health/meds.			
What are the major barriers to employment?			

2. **Interpersonal**			
Behavioral problems?	___	___	
Get along with coworkers?	___	___	
Well groomed?	___	___	
Recommended supervisor for this person			( ) Authoritative ( ) Other ___ ( ) Supportive

EXHIBIT 5, contd.

	YES	NO
Punctuality and attendance?	___	___
Sociable?	___	___
Loner?	___	___
# of friends?	___	___

3. **Independence**

Communication - verbal and written	___	___	
Transportation	___	___	( ) Drive? ( ) Use city bus?

Living arrangement
( ) Parental Home ( ) Apt.
( ) Group Home ( ) Tenant Support

What level of support will parents provide? _____

41

EXHIBIT 6

Transition Plan

Name _____ Birthdate _____
(Last) (First) (Middle)

Graduation Date _____ Planning Meeting Held _____
(Date)

Action to be Taken	Responsible Person	By What Date

Distribution:

( ) LSD ( ) DDD ( ) DVR

EXHIBIT 7

Washington Parents Advocating for Vocational Education (P.A.V.E.)

1. Provide publicity through newsletters about policies, activities and programs in place to encourage vocational rehabilitation/developmental disabilities/school coordination.

2. Provide training for parents and others about such topics as:

   a) The purpose and process of parent involvement in the IEP/IWRP/ISP,

   b) How parents can help ensure vocational planning in their young adult's future,

   c) Understanding DDD/DVR eligibility requirements for services,

   d) How to bring vocationally related information/resources into their young adult's plan,

   e) Awareness of employment trends, testing results, local postsecondary training opportunities, etc., for students with special learning needs.

3. Provide publicity in the community through parents in order to encourage employment of persons with disabilities.

4. Connect community resources which can assist student and planning team, such as training in independent living, peer support groups, equipment repair, transportation and housing assistance.

5. Provide information for parents, vocational rehabilitation, developmental disability, and schools about proposed regulatory and/or statutory changes affecting education and/or rehabilitation.

6. Participate in team planning meetings as a parent support person (only when invited by parent or adult student).

EMPLOYMENT ORIENTATION PROGRAM

Location:

Mercer County Vocational-
Technical Schools
Arthur R. Sypek Center
129 Bull Run Rd.
Trenton, NJ 08638
(609) 883-8022

Contact Person:

Thomas J. Walls
Project Director
Mercer County Vocational-
Technical Schools
Arthur R. Sypek Center
129 Bull Run Rd.
Trenton, NJ 08638
(609) 883-8022

Background Information

Objectives

The Employment Orientation Program provides an opportunity for educationally handicapped students to acquire occupational training skills needed for gainful employment.

The Employment Orientation Program has the following objectives:

1. Offer a curriculum of occupational and related academic experiences structured on a highly individual basis and flexible enough to meet the varied needs of the students.

2. Evaluate each student in terms of his/her employment potential and apply appropriate instructional techniques to make him/her employable.

3. Provide a program of occupational education for special needs students designed to assist each individual to develop to his/her fullest potential and assume his/her role in the world of work.

4. Employ a variety of instructional approaches, including pre-vocational education, cooperative work experience stations and vocational education.

5. Help students make successful transitions from school to productive employment.

Key Features

Student Eligibility Requirements

1. The student must be a Mercer County resident between ages of 16-21, enrolled in a public, parochial or private secondary school.

2. Students must be classified as educationally handicapped, as required by New Jersey Statutes.

3. A student's behavior must not include bizarre or destructive acts or present a danger to self or others.

4. A student must be able to communicate his/her needs.

5. Completed applications must be submitted through the home district Child Study Team. Necessary data include the following:

   a) Current Child Study Team Evaluation,

   b) Individualized Educational Program that contains a vocational education recommendation,

   c) Annual IEP Review, where applicable.

Student Selection and Admission

Student applications are reviewed and screened using the eligibility criteria.

Eligible students are enrolled on a trial basis to evaluate their vocational interests and aptitudes.

Upon completion of the Vocational Assessment Program, a Summary Report, based upon both technical and personal competencies is made by the Vocational Development Team.

Recommendations are coordinated with the home district Child Study Team's Individualized Education Programs to determine an appropriate placement.

A student may spend several months or several years in the Employment Orientation Program depending upon the individual's vocational, social and personal development.

Parents, prospective students and Child Study Team members are encouraged to visit the Center for an orientation and interview.

The school reserves the right to terminate services at any time for students not benefiting from instruction offered, or for any reason described under "Eligibility Requirements."

Program

Students entering the Employment Orientation Program explore each of ten curricular clusters offered. They are evaluated by the Vocational Assessment Center in terms of aptitude, ability and interest in each of the areas prior to enrollment. The Vocational Assessment Center's primary objective is to facilitate Individualized Education Program planning, through vocational evaluation, in cooperation with local school Child Study Teams. Identification of personal interests, evaluation of vocational aptitude, assessment of work behaviors are included in the Pre-vocational Assessment Cycle.

Upon completion of the exploratory program, students specialize in one of the occupational clusters. The ten clusters are:

1. AUTOMOTIVE SERVICES. This course enables students to gain entry-level skills as gas station attendants. In addition to learning to supply gas, oil and lubricants needed to keep automobiles operating, emphasis is placed on dealing with customers, making change, using cash register, sales and minor automobile maintenance, including auto tune-up.

2. BUILDING AND MAINTENANCE. This course offers training in the maintenance, custodial skills and basic groundskeeping services. Basic safety requirements, minor plumbing, heating, carpentry, electrical and painting repairs, general cleaning and maintenance of industrial and office buildings, lawn care, maintenance of lawn equipment, floor washing and buffing will be stressed.

3. CONSTRUCTION TRADES. This division includes occupations concerned with fabricating, erecting, installing and repairing working structures, and the use of hand or portable power tools, as well as major stationary equipment. Curricular areas in carpentry, masonry, plumbing and electricity are stressed. Students may orient themselves and develop skills as helpers and workers in the building construction, and repair/maintenance industries.

4. FOOD SERVICES. This course offers training in food preparation and food service techniques. Basic food preparation, short-order cooking, sandwich making, waiter/waitress services, kitchen maintenance, dishwashing, salad making and cashier techniques are stressed.

5. INDEPENDENT LIVING SKILLS. This course provides experiences to foster independent living, socialization, vocational skills and work behaviors. Varying amounts of curricular emphasis will be required based upon individual student need. Functional academics are integrated into each section of the curriculum and refer to listening, speaking, reading, writing and arithmetic as they directly relate to each area.

   The interdisciplinary concept of the planned curriculum with Production, Assembly and Benchwork fosters development of the total person within a full day comprehensive program for Trainable Mentally Retarded students.

6. MARKETING AND DISTRIBUTIVE EDUCATION. This course offers students training for entry level positions in the field of Marketing and Retailing. Along with operation and management of the school store, courses include cashiering, salesmanship, display, retail math, advertising and Distributive Education Clubs of America.

7. OFFICE SKILLS. This course provides training, both practical and applicable in such entry-level positions as general office clerk, typist, office machine operator, file clerk, receptionist, mail clerk and office maintenance. Emphasis is placed on development of office etiquette, knowledge of job, good work habits, personal qualities,

business behavior and attitudes that are essential to succeed in an office.

8. PRACTICAL AIDE. This course offers training in nurse/aide orderly operations, hotel/motel housekeeping, homemaker duties and hospital attendant functions. Personal and social development and management with monies are also stressed.

9. PRODUCTION, ASSEMBLY AND BENCHWORK. This area includes occupations concerned with the use of hand tools and bench machines to fit, grind, carve, model, assemble, inspect and repair relatively small objects and materials. The work is usually performed at a set position in a mill, plant, or shop at a bench, work table or conveyor. Students are prepared to gain competitive employment or sheltered workshop positions. The interdisciplinary concept of the curriculum with Independent Living Skills fosters development of the total person within a full day comprehensive program for Trainable Mentally Retarded students.

10. RETAIL DRY-CLEANING. This course introduces students to, and gives training in the operation of a modern dry cleaning establishment. Operation of cleaning machines, spotting boards and pressers is taught. Dealing with customers, handling of monies and operation of cash registers and inventory are stressed.

Staff Assigned to Project

Director - 100%

The director has spent 17 years in the field, and seven of those in his current position. He is the Principal. He has a Master of Education Degree and is a teacher of English and of handicapped youths.

Instructor - 100%

This instructor has spent four years in the field, all in his current position. His credentials include a degree in vocational education (production) and a personal services certificate.

Social Worker - 100%

The social worker has spent 14 years in the field, eight of which were in her current position. Her credentials include a Master's in English and work as a social worker and student personnel services coordinator.

Instructor - 100%

This instructor has no previous experience in the field and has been in the current position one year. Her credentials include a Bachelor's in vocational education (production) and certification in personal services.

Evaluator - 100%

The evaluator has eight years experience in the field and four years in her current position. Her credentials include a Master's degree and certification as teacher of handicapped students.

Instructor - 100%

This instructor has nine years experience in the field and four in her current position. She has a Master's degree in special education.

School Nurse - 50%

The school nurse has eight years experience in the field and five in her current position. Her credentials include a Bachelor's degree in health education and teacher of practical nursing.

Instructor - 100%

This instructor has 12 years experience in the field, 10 of those in his current position. He has a Master's degree in marketing education.

Instructor - 100%

This instructor has seven years experience in the field, all of which were in his present position. His credentials include a Bachelor's degree in industrial arts/special education and a certificate in vocational production and personal services.

Instructor - 100%

This instructor has 12 years experience in the field, all in his present position. His credentials include a degree in vocational education (production) with certificates in personal services, food service commercial food and CIE.

SPS Coordinator - 100%

The SPS coordinator has 20 years experience in the field and 13 years in his current position. His credentials include a Master's degree in vocational education and a certificate in personal services.

Instructor - 100%

The instructor has 12 years experience in the field, all in her current position. Her credentials include an A.A.S. in business administration and a Bachelor's degree in business education.

Instructor - 100%

This instructor has 12 years experience in the field, all in his current position. His credentials include certificates in production and personal service and drycleaning.

CIE Coordinator - 100%

The CIE coordinator has 11 years experience in the field and three years experience in his current position. His credentials include a Master's degree in industrial arts and teacher certification in industrial arts.

Instructor - 100%

This instructor has four years experience in the field, all in his current position. His credentials include a Bachelor's degree in vocational education with certificates in personal services and building maintenance.

Instructor - 100%

This instructor has been in the field nine years, all at his current position. He has a Bachelor's degree in vocational education and is certified in personal services and auto service.

Teacher Aide - 100%

This teacher aide has no experience in the field beyond his one year at the current position.

Teacher Aide - 100%

This teacher aide has been in the field 15 years, the last 10 in her current position.

Teacher Aide - 100%

This teacher aide has been in the field six years, all in the current position.

Teacher Aide - 100%

This teacher aide has four years experience in the field, all in her present position. She has a bachelor's degree in A.A. liberal arts.

Teacher Aide - 100%

This teacher aide has been in the field four years, all in her present position.

Teacher Aide - 100%

This teacher aide has been in the field nine years, four of which are in the current position.

Secretary II - 100%

This secretary II has been in the field seven years, four of which were in her current position.

Secretary - 100%

This secretary has been in the field 11 years, seven of which are in her current position.

Principal - 100%

The principal has 35 years experience in the field and has been in his present position 10 years. He has an E.D.S. Principal.

Financial Data

	1985-1986	1986-1987
PL 98-524 10% handicapped setaside:	24,402	22,288
State funds:	400,365	431,104
Local funds:	242,154	342,849
TOTALS	$666,921	$796,241

Examples of how the 10% handicapped setasides were used in 1985-1986

Monies were used to institute a new summer exploritory program. Fourteen teachers were hired for nineteen half-days. The objective of the program was to assist students in gaining a greater understanding of self in making decisions related to careers and obtain information as to the education and training necessary to pursue those careers. A gas stove and steam kettle were added to the Food Service Lab.

Examples of how the 10% handicapped setasides were used in 1986-1987

Monies were used to pay for the services of a guidance counselor and teacher aide for the summer program. A food processor, telephone trainer and silkscreen machine were purchased.

Examples of how the 10% handicapped setasides were used in 1987-1988

Setaside funds were used to continue the summer program and to upgrade and modernize the retail/dry cleaning shop. Two utility presses, a clothing scale and rack were purchased.

Number of Special Education Students Served

	1985-1986	1985-1986 Assessment Center* (Estimate)	1986-1987	1987-1988	1987-1988 Assessment Center* (Estimate)
Mildly Mentally Retarded	21	10	15	18	10
Moderate/Severely Retarded	23	5	18	21	5
Learning Disabled	119	70	125	124	72
Seriously Emotionally Disturbed	13	10	19	16	10
Visually Handicapped			1	1	1
Hard of Hearing	1		1	1	1
Speech or Language Impaired	5	6	5	5	5
Multi-Handicapped	20	10	24	22	10
TOTAL SERVED BY THIS PROJECT	202	208	111	209	115

*Non-enrolled

Total number of special education students served through this project by grade (unduplicated count)

Grade	1985-1986	1986-1987
9*	111	116
10	67	70
11	53	55
12	56	58
Ungraded	24	25

*Non-enrolled

Estimated number of special education students served who also received assistance from ancillary agencies

Number of Students 1985-1986	Agency
125	State/Federal Vocational Rehabilitation Program
45	Social Security Administration (SSI, SSDI)
60	Community Health Service

Total number of vocational education courses completed during by students served through this project

	1985-1986 Year Long
Business/Office Education	21
Consumer and Homemaking Education	57
Marketing Education	23
Industrial/Technology Education	64
Cooperative Vocational Education	38
Specially Designed Vocational Program	19
Work Experience Program	3
Vocational Assessment	111
Summer Career Orientation	53

Meeting the Perkins Act Mandates That Apply to Special Education Students

Mandate One: Notification

For students in grades eight and nine, career orientation presentations are scheduled by counselors in all sending school districts during the regular school year. A Summer Carer Orientation Program is conducted for 20 days during July for students in grades eight, nine and ten. In that program, students experience introductory level "hands-on" vocational activities.

Results of student and staff program evaluation surveys are compiled annually. The New Jersey Department of Education, through the Mercer County Office of Education, also monitors the program.

Mandate Two: Assessment

A formal Vocational Evaluation Program serves ninth grade students, prior to enrollment. Standardized vocational testing, interest inventories, district-made surveys and an exploratory "hands-on" shop experience are included in a 14 day "visitors cycle." Each sending school can send up to nine students during their individually scheduled cycle. The program is monitored by the district and the New Jersey Department of Education, in accordance with course objectives and department standards.

Mandate Three: Special Services

The Employment Orientation skills clusters are specially designed small group instructional programs with a maximum class size of 12. To implement Individualized Educational Plan objectives, an Individualized Vocational Instructional Guide is developed annually by the teacher and support staff, within a specific occupational area, for each student. Instruction is carried out on a continuous progress basis throughout ten curricular areas. Program evaluation occurs through intra-district monitoring by supervisory staff using formal evaluation procedures, as well as through monitoring by the New Jersey Department of Education.

Mandate Four: Guidance, Counseling and Career Development

Among the twenty-two members of the Employment Orientation Program Special Needs staff, the primary function of the Social Worker and the Student Personnel Services Coordinator is to counsel students and articulate vocational program planning through sending schools and Child Study Teams. Regularly scheduled support groups and individual counseling sessions which include parents and teachers are employed throughout the school year. Weekly conferences are conducted with teaching staff concerning student progress.

Staff members are evaluated through Board of Education approved policy and procedures at a minimum of twice annually.

Mandate Five: Counseling for Transition

A Cooperative Industrial Education Coordinator, Student Personnel Services Coordinator and a Social Worker maintain regular re-employment and on-the-job counseling sessions during the school year. Individual career planning is accomplished through an "Employment support" program, initially funded by federal grant monies and subsequently sponsored by the Mercer County Vocational-Technical School Board of Education.

The program is monitored through the New Jersey Division of Vocational Education and Special Education, as well as local Board of Education evaluative procedures.

Mandate Six: Equal Access

The Mercer County Vocational-Technical Schools follow a non-discriminatory open admission policy. Handicapped students are enrolled in the Employment Orientation programs and mainstreamed to regular programs upon referral by their home school Child Study Team. The school has been approved as "Barrier Free," pursuant to sections 503 and 504 of the Rehabilitation Act of 1973, upon an evaluation in June, 1982. The Office of Civil Rights school evaluation conducted in November, 1983, found the school, its education and employment policies and procedures to be non-discriminatory. Annual monitoring continues to be conducted by the New Jersey Department of Education, Division of Special Education.

Mandate Seven: Least Restrictive Environment

The school's open admission policy allows students to enter the Employment Orientation or regular mainstreamed program, for purpose of evaluation, exploration and occupational skill training. Program enrollment is based upon the pupil's ability to perform curricular tasks, cooperate with teachers and peers and work on educational objectives agreed upon in the Individualized Education Plan. Annually, the school receives open referrals from all public, private and parochial schools for all programs. Home school Child Study Teams of counselors recommend either special needs or regular program skill areas, based upon student interest and ability.

Mandate Eight: Vocational/Special Education Coordination

Program planning for students is achieved through development of written Individualized Education Plan objectives at the student's annual review meeting. Parents, vocational school counselors or social worker and a sending school Child Study Team member usually attend the planning session. In addition, upon completion of the Vocational Assessment Centers' evaluation in the ninth grade, the students strengths, weaknesses and recommendations are discussed by the vocational school support team.

After students enroll, their progress is monitored according to the Mercer County Vocational-Technical Schools policy and procedure for evaluation.

Evidence of the Project's Effectiveness

Students' Performance While in School

Method/frequency of measurement

A student Progress Report is issued every ten weeks, totaling 4 annually.

Composite results

See Figures 1 through 8 following.

Figure 1

First Marking Period 1985-1986

Employment Orientation Program

SHOPS/GRADE	A	B	C	D	F	AB	INC	TOTAL	INTERIM REPORTS
Automotive Service	0	9	6	0	0	9	0	24	12
Building Maintenance	0	5	14	0	0	4	0	23	6
Construction Trades	7	5	7	2	1	1	0	23	5
Distributive Ed.	2	10	3	0	0	4	0	19	7
Food Service	5	5	10	1	0	4	0	25	6
Office Skills	2	11	7	0	0	0	0	20	4
Practical Aide	7	2	5	0	1	5	0	10	10
Retail Dry Cleaning	0	3	8	1	0	8	0	20	10
ILS/PAB									1
TOTAL	23	50	60	4	2	35	0	174	60

Figure 2

Second Marking Period, 1985-1986

Employment Orientation Program

SHOPS/GRADE	A	B	C	D	F	AB	INC	TOTAL	INTERIM REPORTS
Automotive Service	1	8	12	0	1	2		24	13
Building Maintenance	0	9	9	1	1	3		23	1
Construction Trades	1	7	6	1	3	4		22	9
Food Service	3	5	6	0	0	10		24	8
Marketing Education	2	9	4	0	0	4		19	4
Office Skills	6	9	2	0	0	4		21	5
Practical Aide	6	2	3	0	0	9		20	5
Retail Dry Cleaning	1	4	10	1	0	6		22	9
TOTAL	20	53	52	3	5	42		175	54

Figure 3

Third Marking Period, 1985-1986

Employment Orientation Program

SHOPS/GRADE	A	B	C	D	F	AB	INC	TOTAL	INTERIM REPORTS
Automotive Service	2	7	10	0	2	3		24	12
Building Maintenance	1	7	6	1	0	7		22	5
Construction Trades	3	10	4	0	4	1		22	5
Food Service	4	5	7	0	0	7		23	1
Marketing Education	9	5	2	0	0	7		23	0
Office Skills	6	10	2	0	0	3		21	3
Practical Aide	4	4	4	0	0	6		18	0
Retail Dry Cleaning	2	5	6	3	0	4		20	15
TOTAL	31	53	41	4	6	38		173	41

Figure 4

Fourth Marking Period, 1985-1986

Employment Orientation Program

SHOPS/GRADE	A	B	C	D	F	AB	INC	TOTAL	INTERIM REPORTS
Automotive Service	3	7	6	0	1	5		22	13
Building Maintenance	1	13	6	2	1	0		23	4
Construction Trades	4	3	4	2	2	4		19	7
Food Service	3	3	8	0	0	8		22	0
Marketing Education	4	6	2	0	0	11		23	7
Office Skills	6	6	5	0	1	3		21	5
Practical Aide	6	6	4	0	0	6		17	0
Retail Dry Cleaning	3	7	2	1	0	5		18	6
TOTAL	30	46	37	5	5	42		165	42

Figure 5

First Marking Period, 1986-1987

Employment Orientation Program

SHOPS/GRADE	A	B	C	D	F	AB	INC	TOTAL	INTERIM REPORTS
Automotive Service	2	9	12	0	0	2		25	7
Building Maintenance	0	12	6	2	0	4	1	25	4
Construction Trades	5	7	8	1	0	3		24	3
Food Service	5	10	4	0	0	5		24	9
Marketing Education	0	9	9	3	0	3		24	3
Office Skills	2	11	10	0	0	1		24	2
Practical Aide	13	5	0	0	0	4		22	6
Retail Dry Cleaning	0	4	3	2	0	9		18	18
TOTAL	27	67	52	8	0	31	1	186	52

Figure 6

Second Marking Period, 1986-1987

Employment Orientation Program

SHOPS/GRADE	A	B	C	D	F	AB	TOTAL	INTERIM REPORTS
Automotive Service	4	6	6	1	0	6	23	6
Building Maintenance	4	9	5	1	0	5	24	9
Construction Trades	4	5	6	3	2	3	23	13
Food Service	5	6	6	0	0	6	23	6
Marketing Education	5	7	9	0	1	2	24	1
Office Skills	3	10	8	0	0	3	24	0
Practical Aide	13	6	0	0	0	2	21	4
Retail Dry Cleaning	1	6	5	2	0	4	18	17
TOTAL	39	55	45	7	3	31	180	56

Figure 7

Third Marking Period, 1986-1987

Employment Orientation Program

SHOPS/GRADE	A	B	C	D	F	AB	INC	TOTAL	INTERIM REPORTS
Automotive Service	5	8	5	2	0	2	0	22	10
Building Maintenance	6	4	8	2	0	2	0	22	5
Construction Trades	2	10	5	3	0	3	0	23	10
Food Service	4	10	4	0	1	1	0	20	7
Marketing Education	9	2	5	1	0	6	0	23	6
Office Skills	4	5	9	1	0	4	0	23	0
Practical Aide	12	3	2	0	1	1	2	21	7
Retail Dry Cleaning	1	6	5	2	0	4	0	18	9
TOTAL	43	48	43	11	2	23	2	172	54

53

Figure 8

Fourth Marking Period, 1986-1987

Employment Orientation Program

SHOPS/GRADE	A	B	C	D	F	AB	TOTAL	INTERIM REPORTS
Automotive Service	6	5	6	1	0	4	22	5
Building Maintenance	6	8	6	2	0	0	22	2
Construction Trades	6	4	2	5	2	2	21	2
Food Service	8	9	2	2	0	0	21	5
Marketing Education	7	1	8	0	0	7	23	6
Office Skills	4	8	9	0	0	2	23	0
Practical Aide	14	2	4	0	0	1	21	2
Retail Dry Cleaning	3	4	6	0	0	3	16	19
TOTAL	54	41	43	10	2	19	169	41

Number of special education students served by this project who:

	1985-1986	1986-1987
Graduated	52	48
Dropped vocational education classes, but stayed in school	26	29
Dropped out of school entirely	unknown	

Post School Status of Former Students

Status	Number of former students 1985-1986
Competitive employment 35 hrs/wk or more	17
Competitive employment less that 35 hrs/wk	6
Employed at rehabilitation facility/workshop	9
Unemployed	12
Unknown	8

Methods used to follow up former special education students

The objectives were designed from a study conducted by Dr. Albert J. Paultler, Associate Professor, State University of New York in Buffalo. The follow-up study consists of two phases. In Phase I, data are collected from the June graduates before they complete school. In Phase II, data are collected from the same students during the following September.

Considerations for Those Wishing to Replicate this Project

Administrative

The shared time aspect of the Employment Orientation Program requires close cooperation and coordination between the sending and receiving schools. Time and personnel must be provided for interschool visitations and joint service training.

Staffing

Vocational staff must be selected not only for their knowledge, but for their ability to get along with the target population. Support staff must be readily available to meet with teaching staff in an effort to meet students' needs.

Project Initiation Procedures

Agreements should be reached between schools to establish sending/receiving procedures. Advisory committees should be formed to identify students' needs, community needs and how the school might best meet them. Separate craft advisory committees for each occupational cluster should be considered.

Technical Assistance Available

Type

Staff members will respond to all requests for information concerning the program. Arrangements can be made for on-site visits. Travel to other sites is possible but would be limited. No charges would be made except for travel costs.

Instructional/Staff Development Materials

Type

Instructional Guides are available. They list task performance criteria, related information, mathematics, science and desired student performance outcomes for each of the identified occupational clusters. There is nominal charge to cover duplication costs.

LAKE COUNTY AREA VOCATIONAL CENTER - SPECIAL SERVICES

Location:
Lake County Vocational Center
19525 West Washington St.
Grayslake, IL 60030
(312) 223-6681

Contact Person:
Richard Glogovsky
Assistant Director
Kathryn Gemple
Special Needs Coordinator
Lake County Vocational Center
19525 West Washington St.
Grayslake, IL 60030
(312) 223-6681

Background Information

Objective

Ensure the success of all Lake County Area Vocational Center special needs students.

Key Features

Lake County Vocational Center offers 21 competency-based vocational education programs to students of all ability levels. All students are placed in Lake County Area Vocational Center (LCAVC) programs through the efforts and guidance of their home schools.

In order to insure the success of all of its students, LCAVC employs the services of a Special Needs Coordinator (SNC). The SNC oversees the identification of the special needs population, provides consultant services to the instructors, provides support services for the students as needed, and works with the liaisons from its 21 member schools in order to identify and provide educational accommodations for the special needs population. (See Exhibit 8 for a job description.)

In addition, LCAVC maintains a comprehensive Vocational Assessment Lab (VAL) that evaluates clients/students that are referred from the local Private Industry Council, special education cooperative and member districts. The VAL also provides assessment services to the Center students should the need arise.

LCAVC also provides teacher aides/paraprofessionals in selected vocational programs. The aides are available to work directly with the special needs students on a consistent basis. Supplemental materials and supplies are ordered when necessary to assist the students in practicing their skills.

Profile of Local Service Area

The LCAVC serves students form 21 school districts. These districts include urban, suburban, and small school systems. The students served come from all socioeconomic backgrounds.

Staff Assigned to Project

Assistant Director of LCAVC - 20%

The assistant director has 27 years experience in vocational education and 12 years in his current position. He has a Bachelor's degree and a Master's degree in administration and supervision, with 45 semester hours in post graduate work. He has elementary and secondary and general administrative and supervisory certificates.

Special Needs Coordinator - 100%

The special needs coordinator has 16 years experience in the field and nine years experience in her current position. She has a Bachelor's degree and Master's degree in education. Her certificates include a general elementary early childhood education (K-9); and K-12 special education certificate in the following areas: learning disabilities, educable mentally handicapped, trainable mentally handicapped and social and emotional disorders. She is approved to work as a teacher coordinator and prevocational coordinator in addition to being a licensed cosmetologist.

Vocational Evaluator - 90%

This vocational evaluator has ten years experience in the field, all at the current location. She has a Bachelor's degree in sociology and is a certified JEVS evaluator.

Vocational Evaluator - 100%

This vocational evaluator has six years experience in the field, all at her current position. She has a Bachelor's degree in vocational rehabilitation and is certified as a special education teacher.

Instructional Aide/Health Instructor - 55%

This person is a registered nurse who has five years experience in the field and one years experience at the current position. She has a Bachelor's degree (ADN-BSN) and a secondary teaching certificate.

Secretarial Office Occupation Paraprofessional - 55%

The secretarial office occupation paraprofessional is a certified business teacher who has just graduated with a Bachelor's degree.

Commercial Food Service Paraprofessional - 60%

The commercial food service paraprofessional has 12 years experience in the field and three years experience in her current position. She has a Bachelor's degree in home economics.

Automotive Paraprofessional - 60%

The automotive paraprofessional has 18 years experience in the field and six years experience in his current position. He is certified in auto body and from Martin-Senoir Paint Co.

Cosmetology Paraprofessional - 60%

The cosmetology paraprofessional has five years experience in the field and two years in her current position. She is a licensed cosmetologist and cosmetology teacher.

Financial Data

	1985-1986	1986-1987	1987-1988
PL 98-524 10% handicapped setaside:	$ 14,755	$ 13,072	$ 20,402
PL 98-524 22% disadvantaged setaside:	19,624	19,712	24,786
PL 98-524 43% program improvement funds:	*109,000	*109,000	90,000
Other PL 98-524 funds - LEP	960	926	608
Job Training Partnership Act funds:	36,000	25,000	33,000
Local funds:	50,667	40,525	40,525
	$231,016	$208,235	$209,321

*This includes instructional and equipment money for all students including handicapped, disadvantaged and Limited English Proficient (LEP).

Examples of how the 10% handicapped setasides were used in 1985-1986

Funds were used for:

1. Digital micrometers,
2. Task lighting for stationary machines,
3. Safety posters,
4. Computer software packages to remediate academic deficiencies,
5. Supplemental supplies.

Examples of how the 10% handicapped setasides were used in 1986-1987

Funds were used for:

1. Inservice materials for staff development,
2. Supportive curriculum materials,
3. Tape recorders,
4. Filmstrips, videos and computer software,
5. Supplemental supplies.

Examples of how the 10% handicapped setasides were used in 1987-1988

Funds were used for:

1. Software and videos related to job seeking skills,
2. Supplemental supplies.
3. Curriculum materials and adaptations for special needs students,
4. Resource materials for vocational teachers.

Funds were also used to support staff who participated in professional conferences, meetings and workshops.

Special Education Students Served by This Project

	1985-1986	1986-1987	1987-1988
Mildly Mentally Retarded	22	25	30
Moderate/Severely Retarded	1		
Learning Disabled	169	175	185
Seriously Emotionally Disturbed	45	50	50
Orthopedically Impaired	2	3	4
Visually Handicapped	8	10	12
Deaf	2		8
Hard of Hearing	6	9	12
Speech or Language Impaired	3	5	8
Multi-Handicapped	1		
TOTAL SERVED BY THIS PROJECT	259	277	309

Total number of special education students served through this project by grade (unduplicated count)

Grade	1985-1986
11	174
12	85

Estimated number of special education students served during 1985-86 who also received assistance from ancillary agencies within the community

Number of Students	Agency
20	State/Federal Vocational Rehabilitation Program
4	JTPA funded program
3	Department of Children and Family Services

Total Number of Vocational Education Courses Completed by Special Education Students Served Through This Project

	1985-1986 Year Long
Agricultural Education	10
Business/Office Education	20
Consumer and Homemaking Education	39
Industrial/Technology Education	204
Health Related	16

Meeting the Perkins Act Mandates That Apply to Special Education Students

Mandate One: Notification

Even though initial notification occurs at an earlier stage of the educational process, the LCAVC uses the following techniques to make the public aware of the vocational opportunities that are available at LCAVC:

1. TOURS OF CENTER PROGRAMS. The community is encouraged to come and see what actually goes on in the programs and the schools are encouraged to bring their classes for field trips. Last year the Center staff conducted more than 300 such tours.

2. SLIDE/TAPE PRESENTATION. An audio-visual is available for presentations at community functions and is shown to all Lake County students in their sophomore year in the feeder schools.

3. RADIO COMMERCIALS. LCAVC commissioned a professional agency to prepare a radio presentation that is aired on the local Lake County stations.

4. BROCHURES. Informational brochures identifying the classes taught at LCAVC are available and circulated in all of the feeder schools through the counseling departments.

Mandate Two: Assessment

The specific assessment of students' basic skills as presented in the programs at LCAVC is currently using the following:

1. TEST OF ADULT BASIC EDUCATION (TABE). We chose this instrument because of its ease in scoring and reporting exact grade levels.

2. PICTORIAL INVENTORY OF CAREERS (PIC). This interest inventory was selected for its ease of administration and scoring. It provides a detailed report identifying specific career information on the students top 3 areas of interest.

3. THE TECHNICAL ANALYSIS REPORTS FOR GUIDANCE IN EDUCATION AND TRAINING (T.A.R.G.E.T.). This system was purchased for implementation during the 1987-88 school year. Parts of this system will facilitate the development of Individual Career Plans (ICPs) and help instructors adapt learning environments for students with special needs.

4. VOCATIONAL ASSESSMENT LAB. The services of a comprehensive vocational assessment center are available at LCAVC. Home schools are encouraged to refer students in their sophomore year prior to placement. Students can also be referred while enrolled in LCAVC programs should the need arise.

Students whose skills are deficient enough to qualify them as either handicapped, disadvantaged or Limited English Proficient are identified by the following:

1. SPECIAL NEEDS STUDENT EVALUATION SHEET. The sending schools are asked to fill out a special form at the time of registration for each student who attends the Center. This is the initial alert that the student may be handicapped, disadvantaged or LEP.

2. SPECIAL EDUCATION INFORMATION SHEET. For those students who are currently receiving Special Education services at their home school, the IEP case manager provides LCAVC with information that is requested on this form. The home school is also requested to share with LCAVC the student's IEP and recent psychological test results.

3. PAPER REVIEW. Prior to the opening of school the students' records are evaluated and a computer print out is prepared for the instructors. Prior to the opening of school each instructor is inserviced regarding handicapped, disadvantaged, and LEP students and techniques to accommodate them.

Mandate Three: Special Services

Support services are primarily provided to the students directly in the program areas whenever possible. The special needs students at the Center are given the same initial responsibility for their vocational education as the identified "regular" student.

Specific services provided to students at the Lake County Area Vocational Center are as follows:

1. The Center employs a person to direct support service delivery to students.

2. The Center provides paraprofessionals directly in program areas where high percentages of special needs students are enrolled.

3. The Center provides additional materials and supplies required to modify curricula in order to accommodate the special needs students' individual learning style.

4. Other critical special needs programming components include:

   a) Staff communication and cooperation,
   b) Full educational opportunity for all,
   c) Identification and assessment,
   d) Individualized vocational program,
   e) Least restrictive placement,
   f) Continuous monitoring and assessment of progress,
   g) Maximum resource utilization,
   h) Personnel development,
   i) Barrier free environment,
   j) Job placement and follow-up,

k) Cooperative instructional arrangements,
l) Career Resource Center.

5. The following are examples of services for handicapped and disadvantaged students:

a) Give tests orally.
b) Develop visual materials related to curriculum.
c) Tape reading material.
d) Provide in class assistance.
e) Provide individual assistance in LRC's.
f) Provide assistance with curriculum modification.
g) Use an individualized grading system.
h) Use contracts for grades and/or behaviors.
i) Refer for vocational evaluation.
j) Follow-up students with excessive absences.
k) Consult with home school staff.
l) Consult with parent.

See Exhibit 9 for case studies which illustrate how LCAVC serves handicapped students, and Exhibit 10 for a copy of the Student Services Needs Assessment instrument.

Mandate Four: Guidance, Counseling and Career Development

In accordance with the initial guidelines established when the Lake County Area Vocational Center opened its doors for the 1977-78 school year, counseling and placement are provided to our students by home districts' staff. The Center works with a "contact person" in each sending school. In addition, each school has identified a "special education liaison". These persons are responsible for any communication with the Center staff regarding the placement, counseling, and career development activities of our students. LCAVC provides resources and information to the home school staff and refers students as needed if a problem occurs while the student attends LCAVC.

In addition, the Special Needs Coordinator and Vocational Assessment Lab staff work with staff from the five special education cooperatives that feed students into the Center programs. The cooperatives are:

1. Special Education District of Lake County (SEDOL),
2. North Shore Special Education (NSSED),
3. Waukegan Special Education,
4. North Suburban Special Education Organization (NSSEO),
5. Special Education District of McHenry County (SEDOM).

Mandate Five: Counseling for Transition

LCAVC has addressed the transitioning of students to post-secondary employment and educational opportunities in a variety of ways. Being located near the College of Lake County allows our students access to the programs and services provided by the college. Students are encouraged to use the services of CLC's

Placement Resource Center. In addition, students are encouraged to seek out the Learning Assistance Center's staff if they need additional support.

Through the efforts of the home school staff and special education cooperatives' personnel, the needs of the students are identified early so that provisions can be made for them. See Exhibit for a copy of LCAVC's needs assessment instrument. Each year the Center's Special Needs Coordinator refers students to Department of Rehabilitation Services and JTPA for additional services. Each of the identified handicapped students has an Individualized Vocational Program (IVP) prepared for him or her. As part of the IVP process, each student's transition needs are addressed and discussed with the program area instructor so that the appropriate referral for services can be made. Students are encouraged to keep in contact with Center staff for assistance with employment issues should the need arise once they have graduated.

Mandate Six: Equal Access

Handicapped students are totally mainstreamed into LCAVC's programs. Each of our programs currently has/had identified handicapped students enrolled. Care is taken to identify these students to the program instructors so that the teachers are aware that additional support might be necessary. There is no outward indication to other students that someone is a special education student. Where necessary, cooperative instructional arrangements are made so that students might receive additional assistance through the resource staff at their home school. Usually the students have the opportunity to receive language arts credits for completing Student Learning Guides (SLGs) with their home school personnel. It has been our experience that the special education students are highly motivated to learn their chosen skill and will put forth the extra effort required of them to be successful in our programs.

Mandate Seven: Least Restrictive Environment

Each year the Special Needs Coordinator requests that the home school staff share with Center staff copies of each of the handicapped students' most recent psychological assessment results and Individualized Education Program. These items, along with any assessment results, are reviewed with the program instructors prior to establishing the students' Individualized Vocational Program (IVP). The IVP is then prepared and sent to the home school to be included as the vocational component of the student's IEP. Center staff are available to interpret any of the items presented in the IVP upon request of a parent or home school staff person.

Mandate Eight: Vocational Education/Special Education Coordination

The Lake County Area Vocational Center recognized the need to provide special education services to its staff and students during the first year of its operation. Since the 1978-79 school year the Center has employed a full time certified special education teacher. The position has evolved and expanded over the years. Now this individual provides support to staff and students by identifying paraprofessionals to work along with the instructors directly in the program areas.

Inservice training for LCAVC staff in meeting the needs of handicapped students is ongoing. Prior to the opening of school, all staff participate in activities regarding the needs of the special needs population. Additional inservice activities are provided to staff throughout the year.

Evidence of the Project's Effectiveness

Student's Performance While in School

Grades Received by Handicapped Students in Vocational Classes

The SNC keeps a grade book and has all of the special education students organized by home school. Grades are monitored and attendance is taken on a daily basis through the computer print-outs supplied by the Administrative Assistant to the Vocational Coordinator. In addition, all Progress Reports are reviewed and shared with the SNC to identify any follow-up activities that should occur as their result.

Grade	1985-1986	1986-1987	
A	28	32	
B	62	82	
C	79	93	
D	38	31	
F	8	9	(due to excessive absences)

Method/Frequency of Measurement

Our curriculum is competency-based. Each of our program areas responds to an advisory board that counsels our instructors regarding the appropriate competencies to be taught. Our students receive instruction within the framework of these identified competencies. Built into our system are final Competency Sheets which identify the skills attained by the students. These final Competency Sheets become the evaluation of the Individualized Vocational Program (IVP).

In regard to programs and staff we have a formal evaluative structure overall. Instruments utilized include:

1. A yearly follow-up study,
2. A formal teacher evaluation process with the results used to determine merit pay increases,
3. Student surveys,
4. Staff surveys,
5. Employer surveys regarding our student's skills.

Number of special education students served by this project who:

	1985-1986
Graduated	86
Dropped vocational education classes, but stayed in school	34
Dropped out of school entirely	(These records are kept by the home schools)

Methods used to follow up former special education students

A general follow-up study is done each year on the overall student population by Mr. Michael Anderson, Vocational Coordinator. Individual questionnaires are available to the SNC to review.

Considerations for Those Wishing to Replicate This Project

Administrative

Staff members must realize and accept the fact that part of the student population has special needs and that additional assistance must be provided. Time must be provided and space made available for students and staff to meet privately. Use of computers for record keeping should be encouraged.

Staffing

The special needs coordinator needs to have experience with many aspects of vocational and special education as well as a sensitivity to the needs of the staff and students.

Project Initiation Procedures

It is important for new staff to visit and observe effective programs and to develop networking strategies. Staff members should be allowed to attend professional conferences and to join organizations devoted to special needs populations.

Technical Assistance Available

Consultant services are available upon request. Site visits and mail and telephone inquiries are welcome. Networking is encouraged and assistance will be provided in problems related to accommodating students' needs. This service has been available at no cost, but only as time permits.

Instructional/Staff Development Materials

Information and forms are shared and conference presentations and handouts are available upon request.

Ordering Procedures

Contact:

Kathy Gemple
LCAVC
19525 West Washington Street
Grayslake, IL 60030
(312) 223-6681

EXHIBIT 8

Special Needs Coordinator Job Description
Lake County Area Vocational Center
19525 W. Washington St.
Grayslake, IL 60030
(312) 223-6681

1. Serve as the special education resource person for students, staff, home school personnel, parents and community.

2. Coordinate the identification process for the handicapped (H), disadvantaged (D), and Limited English Proficient students enrolled at LCAVC.

3. Coordinate the formulation of Individualized Vocational Programs (IVPs) for the identified handicapped students in attendance.

4. Maintain all records concerning the handicapped, disadvantaged and Limited English Proficient students as required by SBE/DAVTE for purposes of reimbursement including documentation of educational accommodations and additional services provided to these students.

5. Monitor the attendance of H & D students and provide intervention and follow-up for those students whose absenteeism is excessive.

6. Serve as a liaison with parents and feeder district personnel on any problems related to the Special Needs students.

7. Inservice LCAVC staff on methods of servicing H & D students.

8. Meet on a regular basis with LCAVC instructors, usually on an individual basis, in order to serve as an educational consultant for the accommodation of Special Needs learners in the vocational classroom.

9. Coordinate LCAVC's efforts to service Special Needs students with appropriate feeder districts and Special Education Cooperatives.

10. Visit all of the participating high schools to meet with the special education personnel and special education liaisons at least once a year.

11. Assist in the job placement activities of H & D students.

12. Schedule conferences with parents of H, D & LEP students when requested.

13. Provide consultation and supervision for the paraprofessionals identified to work with H, D & LEP students in the vocational classrooms.

14. Maintain a liaison with the Vocational Assessment Lab personnel.

15. Coordinate LCAVC's Career Resource Center and materials selection.

EXHIBIT 9

Case Studies

The following case studies show how students are helped at LCAVC.

Carl

Carl was born deaf and participated in special education throughout his school experience. Through a special contract with a regional low incident hearing impaired program he participated in LCAVC's Building Trades program for two years. Although he was a slow starter and had great difficulty with language, he worked very hard at mastering his chosen skill. Carl received the services of an interpreter/tutor throughout his vocational experience. Through the motivation of the Building Trades instructor, Joe Pregrocki, Carl was encouraged to try out for the Illinois VICA (Vocational Industrial Clubs of America) competition. During his second year he passed the written qualifying exam and was selected to compete in the state skill olympics with the 30 top Building Trades students throughout Illinois. We are very proud to say that Carl was chosen as the number "1" student at the Illinois VICA competition in Building Trades. His plans include joining the Carpenter's Union and continuing his education at the postsecondary level.

Johnny

Johnny was like no other student who had ever come to the Area Vocational Center before. He was obviously older than his peers in the Nurse Assisting Program. He was "socially inappropriate" in his dress, behavior and casual interactions with the other students. So much so that the recommendation was made to remove him.

His enrollment and special needs were challenging. He was a returning student with a history of mental illness. He currently needed one-half credit in order to be eligible for graduation. The home school could not allow him to remain on campus. We agreed to keep him and tailor a program of diversified study in order to accommodate his special needs and grant credit for his graduation.

One of the first steps taken was to recommend a comprehensive vocational assessment in our Vocational Assessment Lab. Through the process, Johnny's skills, interests and abilities were determined. A prescriptive program was outlined to remediate his deficiencies. Our goal was to transition him into the Community College.

His program required seven and a half weeks to complete in order to fulfill the minimum time requirement to generate sufficient credit for graduation. It consisted of academic remediation and behavior counseling. He started working with the Department of Mental Health and eventually was placed on medication to control his impulsive behavior.

Johnny has now been taken off of the medication, been released from his doctor's care, fulfilled his probation, graduated from the Community College

and currently plans to complete his bachelor's degree in Texas, where his family lives. He still keeps in touch and makes frequent visits. Each time he comes or calls he comments on the fact that we knew him when he was "socially inappropriate" and gave him a chance to succeed.

Tammy

Tammy's mom called one day, on the recommendation of her home school coordinator, to make an appointment for a tour with the intent of placing her daughter in a vocational program. Tammy was identified as Learning Disabled with emotional problems. It was suggested that she be referred for vocational assessment. As a result she was placed into our Health Care Assisting Program. Her academic skills were at the fifth-sixth grade level.

What she lacked in skills she made up in determination. She was hoping to be the first person in her family ever to graduate from high school. The background information provided included the fact that her family was economically disadvantaged. They were supported by welfare money due to the fact that her dad had a heart condition. Her mom did not work. e modified the program and provided ongoing support services for her in addition to helping her with her uniform and other classroom incidentals. She fully participated in the program and all activities including HOSA, the student organization. She went to the convention and won a first place award for her essay entitled, "I Believe On the Health Care Profession."

This was a major event for the entire family. That year it was arranged that she and her parents would attend our Awards Banquet as guests of the Center. It was the first time in many years that they had an opportunity to "Eat Out" at the Holiday Inn.

She went on to becoming certified as a Nurse Aide and was employed at the local extended care facility. This alone equated a success story. However, the chance for success that was provided her proved to be a motivating factor for her parents as well. Her mom and dad are now both employed as nurse aides and have been removed form the welfare rolls for our county.

Sandy

The initial information that was provided to us about Sandy did not make for a positive prediction of her success. She was identified as having severe LD problems and was very timid. She and her parents were informed that our Cosmetology Program would be extremely difficult for her.

Sandy had extreme difficulty with all aspects of Cosmetology. Practical skills required a great deal of extra effort for her to master and also for her instructors to teach. However, she was determined. Even though she had a great deal of difficulty with tests, she passed each one of them on the second or third try. Support systems were in place to help her when she was ready. At times she came to school bruised. This was reported to and investigated by

the Department of Children and Family Services. We found out that there were many more problems than we first realized.

Everyone concerned cared and supported her efforts. The time grew close for her to take her state board exam. We arranged with the Department of Registration for her to have a reader present when she took her state board test.

I am glad to say that she is living with her father and working in a beauty salon in the mall close to her new home.

Carol J.

Carol J., a 21 year old nurse's aide, has been successfully employed at Winchester House, a county nursing home, in Libertyville since 1979. She is a rather quiet, attractive young lady who enjoys working with people and seems to have a job that provides a great deal of personal satisfaction. In her conversation she said she could not have obtained her job without the training she received at the Lake County Area Vocational Center.

Carol's academic career began in a parochial school but her mother had her transferred to public school to take part in the special education program. Carol was identified as Educable Mentally Handicapped (EMH) and attended special education classes through elementary and high school.

Test scores in her cumulative file from 1971 placed Carol's IQ in the upper one-third of the EMH range and her reading and math skills in the low elementary range. Testing also revealed some visual perceptual deficits. Carol stated she did not like school, especially high school, even though her grades and teacher reports were good. She was enrolled in Driver's Education during her sophomore year and passed the test for her driver's license when she completed the course at age 17.

In June 1978, Carol was referred by Round lake High School to the Vocational Assessment Laboratory at Lake County Area Vocational Center (LCAVC). In the assessment lab, Carol was involved in approximately 20 hours of tests and work samples designed to assess her skills and interests. The results of the JEVS evaluation system indicated her work performance was "slow and not competitive, but of good quality." The Singer Picture Interest test suggested Carol's career interests might lie in the medical services or agricultural services career fields. The S.R.A. Reading Index provided a score in the Level III range, indicating her ability to comprehend phrases and simple sentences. Carol's personal interests suggested a career in medical services, but concern was expressed at the time regarding her chance for success because of her low reading and math achievement scores, and her limited ability to follow directions.

Carol said she developed an interest in nursing in 6th or 7th grade, and apparently this interest has compensated for deficits in her academic skills. She was enrolled in the health Occupations program at the LCAVC in the fall of

EXHIBIT 9, contd.

1978 and completed the two year nurse's aide course successfully. Mrs. Mary Ann Foley, the instructor reported that Carol's progress was satisfactory. In addition, Carol demonstrated several positive personal characteristics such as "awareness of her capabilities and limitations" and her "ability to make prudent decisions." While enrolled at the LCAVC, Carol received the services of the Special Needs Resource Instructor, Mrs. Kathy Gemple. Mrs. Gemple assisted Carol with her tests and student learning packets from the Health Occupations program, in addition to providing emotional support and informal counseling. As a student in Health Occupations, Carol was introduced to Winchester House on field trips and through "extended campus," a component of the program in which students gain practical experience by working with patients in the nursing home.

Carol began working at Winchester House part-time in the kitchen while still enrolled at LCAVC. As a kitchen worker she was paid $3.40/hour and did not receive health insurance or other benefits. Upon graduation from LCAVC in June, 1980, Carol was employed as a member of the patient care staff at Winchester House as a full-time nurse's aide. Winchester House provides an in-house nurse's aide training program which leads to certification for nurses' aides. Carol passed this course with no difficulty and said she was able to do well because of her courses at LCAVC. She is currently employed as a certified Aide II earning $4.80/hour with full benefits which include free health and dental insurance, two weeks paid vacation, 13 paid holidays, one paid sick day per month, three paid personal days per year, overtime, and a periodic bonus, which is based on evaluation. Carol was evaluated recently and received the second highest bonus given at that time. The bonuses ranged from $75-$300 depending on the evaluation scores.

Carol's supervisor, Mrs. Burke, is very satisfied with her work, as the bonus indicates, and describes her as "very honest, neat, clean and a caring person." She is well liked by the patients and her coworkers and is able to perform all the duties required of a nurse's aide. She is "conscientious and always on time," according to Mrs. Burke, who "never considered Carol handicapped but possibly a little slow." Recently, Carol started the training program required for charting patient records and is proud of the additional responsibility she has been given as a result.

Carol is currently living at home with her mother because recent dental bills take a large part of her paycheck. Born without a thyroid gland, Carol is now undergoing extensive dental work to correct problems associated with this deficiency. Her dental insurance pays half of the expenses but she must pay the remainder. She is very interested in renting an apartment in the future but indicated she cannot afford to do so at this time.

Her job at Winchester House has provided Carol several social contacts. She frequently socializes with other nurse's aides and also commutes to work in a car pool with coworkers. Carol enjoys her 1979 Firebird, but is concerned about its low gas mileage. She enjoys bowling and water skiing and was bowling in a league before she began working the 3-11 p.m. shift.

EXHIBIT 9, contd.

Carol would like to attend the nearby community college and take the Licensed Practical Nursing (LPN) course offered there. She took the entrance tests but did not score high enough to enter the program. She is now investigating the possibility of obtaining special tutorial assistance in the LPN course and seems determined to follow through. She wants to continue her career in the nursing field as a licensed practical nurse, and with the determination she has shown Carol may well be able to reach her goal.

Cost-Benefit Analysis Profile

	PRIOR TO TRAINING	DURING/ FOLLOWING TRAINING
Cost to Society		
Cost of vocational training (including stipends paid to trainee)		$2,000.72
Related social costs (Monthly subsidy x 12 to derive annual cost)		
Social Security Disability Insurance (SSDI)	0	0
Supplemental Security Insurance (SSI)	0	0
Medicare/medicaid	0	0
Food Stamps	0	0
Unemployment insurance	0	0
Handicapped housing subsidy	0	0
Benefits to Society (1981)		
Total earnings		$9,944.00
Federal taxes paid		1,147.00
State taxes paid (2.5%)		224.00
FICA (6.4%)		636.42
Employer's share of:		
Retirement		447.46
Health/life/dental insurance		737.88

EXHIBIT 9, contd.

Cost-Benefit Observations

1. Since graduation from the LCAVC in June, 1980, Carol has been employed on a full-time basis. Her hourly earnings have increased from $3.40 to $4.80 (nearly 42%) in two years. In addition, she has received a bonus for her outstanding job performance.

2. In 1981, her federal and state income taxes and FICA contributions totaled $2,007.42. In the two and one fourth years that Carol has been employed since graduation, her taxes have repaid the cost of her program at the LCAVC nearly two times over. The complete cost of her training was repaid to society in just one year of full-time employment at Winchester House.

3. The economic and employment future looks extremely bright for Carol. She has received one promotion to date, and is actively seeking an opportunity to enter an LPN program that will enable her to upgrade her skills and income. In addition, the allied health services field is growing rapidly, and will continue to provide excellent employment opportunities for trained individuals such as Carol.

EXHIBIT 10

Lake County Area Vocational System
Student Services Needs Assessment

Instructions

Please respond to the following questions in so far as they are representative of your district's programs and services for handicapped, disadvantaged and Limited English Proficient students.

1. Does your district currently apply for H, D and LEP reimbursement from D.A.V.T.E.?

   _____ Yes _____ No

   If yes, what is the dollar amount that you currently receive?

   $_____

2. How many students have you identified in your school district (1986-87) in the following categories?

   _____ Handicapped
   _____ Disadvantaged
   _____ Limited English Proficiency

3. What method(s) do you currently use to identify special needs students for claiming purposes?

   _____ Standardized tests
   _____ Review of grades
   _____ Special education placement
   _____ Participation in free lunch or similar programs
   _____ Teacher interviews
   _____ Other, please specify _____

4. What is your current method of informing parents of the vocational education opportunities available through your district?

   _____ Open house
   _____ Newsletter sent home
   _____ Special mailing
   _____ Specific brochures
   _____ Other, please specify _____

EXHIBIT 10, contd.

5. Do you currently have a method of making elementary (8th grade) students aware of the vocational education opportunities available to them in your district?

   _____ Yes _____ No

   Comments:

6. What assessment instruments (interest, aptitude & ability) does your district utilize to assist students with career/course selection?

   _____ Standardized tests
   _____ Student interviews
   _____ Individualized assessments
   _____ Referral to LCAVC Vocational Assessment Lab
   _____ Other, please specify _____

7. Who is responsible for presenting career related information and guidance for students who want to become involved with vocational education?

   _____ Guidance staff
   _____ Special education staff
   _____ Homeroom teacher
   _____ Career Resource Center
   _____ Vocational director
   _____ Cooperative Education Coordinator
   _____ Other, please specify _____

8. Do you currently provide any services to facilitate the transition to post school employment and career opportunities for special needs students?

   _____ Yes _____ No

   Comments:

9. Does your district provide any specific separate vocational education classes for special needs students?

   _____ Yes _____ No

   If yes, please specify _____

10. What services does your district currently provide to H, D & LEP students in your district?

_____ Tutors
_____ Notetakers
_____ Curriculum modifications
_____ Equipment modifications
_____ Job placement assistance
_____ Free supplies, uniforms and/or tools
_____ Other, please specify _____

11. What do you feel would be necessary support services to provide to special needs students in order to assist them and your staff in accommodating their special learning needs on a regional basis? Eligible support services include:

_____ Special needs coordinator
_____ Tutors/notetakers/interpreters
_____ Vocational assessment
_____ Teacher aides/paraprofessionals
_____ Special instructional materials
_____ Separate vocational classes
_____ Lab fees/supplies
_____ VESL
_____ Other, please specify _____

12. Are there any specific inservice needs that your school/staff needs help with to assist them with the special needs population?

_____ Consultant services
_____ Guest speakers
_____ Programs
_____ Individualized Career Plan
_____ Resource materials
_____ Budget concerns
_____ Other, please specify _____

13. What regional programs or services to special needs students would you like to have developed/available to the students that are not currently in place?

_____ Assessment van
_____ Job placement
_____ Transitional services
_____ Information on vocational educational programs
_____ Other, please specify _____

14. Any additional comments or concerns:

EXHIBIT 10, contd.

Name _____

AVC Liaison _____

School _____

Address _____

_____

Phone _____

PROJECT EMPLOYMENT PROGRAM

Location:
Young Adult Institute
460 West 34th Street
New York, NY 10001
(212) 563-7474

Contact Person:
Patricia Catapano
Project Director
Young Adult Institute
460 West 34th Street
New York, NY 10001
(212) 563-7474

Background Information

Objectives

1. Facilitate competitive employment of developmentally disabled young adults.

2. Address needs for smooth transition from school to work settings.

3. Use this project as a model to establish similar projects in the future.

4. Achieve the following PEP objectives:

   a) Establish a cooperative working relationship between New York City Board of Education (Manhattan Occupational Training Center (SIEV) and Young Adult Institute (YAI).

   b) Establish an Advisory Board.

   c) Create a task oriented Vocational Needs Assessment.

   d) Develop a vocational preparation curriculum.

   e) Establish a Transitional Vocational Training Program.

   f) Develop a Job Placement Bureau (Job Developer).

   g) Establish support procedures and systems for students and families.

   h) Procure continuing funding sources.

Key Features

1. Students receive training in vocational skills and general employability behaviors.

2. Placement, management awareness training, full-time worksite training and follow-along services are available to ensure community integration of the handicapped student.

3. The job placement and training services are coordinated through the corporate partnership program.

Overview of the Project Employment Program

The Project Employment Program (PEP) is a cooperative venture between the Young Adult Institute (YAI) and the New York City Board of Education's Manhattan Occupational Training Center.

PEP provides vocational training and community placement for persons with a developmental disabilities (mental retardation, autism, cerebral palsy, neurological impairment, and epilepsy). PEP serves over 1,000 people daily at 30 different community sites.

PEP utilizes a combination of education, on-the-job training, counseling, and follow-up services with on-site Employment Training Specialists. PEP provides the students with the skills, motivation and support services to become valuable and reliable employees.

PEP provides comprehensive services designed to match corporate sponsors with well-trained employees. It consists of four phases:

1. EVALUATION AND SELECTION. PEP candidates are screened to ensure their desire, ability and readiness to train for competitive employment.

2. TRAINING. Participants are prepared for competitive placements through individualized vocational training and are gradually integrated into competitive work environments.

3. JOB PLACEMENT. Employment-ready participants are matched with suitable corporate sponsors based on interests, skills and abilities to perform particular jobs. Each student receives job-specific training at a work site by a YAI Employment Training Specialist.

4. FOLLOW-UP. YAI Employment Training Specialists provide ongoing supervision, support and training to facilitate successful placement and performance. The Young Adult Institute and PEP placement team provide the following services to the program participant and corporate sponsor:

   a) Management Training. Management Awareness Training is provided to corporate sponsors, first-line supervisors and nondisabled co-workers in orientation and training in working with developmentally disabled persons. The Training addresses methods for effective communication, instructions, positive integration and reinforcing job performance.

   b) Technical Assistance. Specialized assistance is provided to organizations in implementing employment programs. Information regarding tax incentives and benefits is included.

c) Psychosocial Counseling. The PEP placement team assists the trainee in adjusting to the work environment during training and after placement through peer support activities and counseling when needed.

d) Job Placement Bureau. The Job Placement Bureau establishes ongoing liaisons between developmentally disabled people seeking employment and corporate sponsors. The placement network has resulted in successful employment experiences for employers and employees.

Profile of Local Service Area

The Young Adult Institute is a private, not for profit agency working cooperatively with a local school within the metropolitan New York School District. Socioeconomic characteristics of the students served are diverse, but families are predominantly lower or lower-middle level of income. Individuals who are Hispanic, Asian, Black, and White are served.

Staff Assigned to Project

Director - 25%

The director has seven years experience in the field, and four years in her current position. She has a Bachelor's degree and is currently completing her Master of Business Administration degree.

Coordinator - 75%

The coordinator has been in the field seven years, and has been in his current position for a year and a half. He has a Master's degree in psychology.

Supervisor - 100%

The supervisor has three years experience in the field, one and one half of which have been spent in her current position. She has Bachelor's and Master's degrees in education and a Master of Social Work degree.

Employment Training Specialist - 100%

The employment training specialist has been in the field three years, and has one and one half years experience in her current position. She has a Bachelor's degree.

Employment Training Specialist - 100%

The employment training specialist has three years experience in the field and one year in her current position. She has a Bachelor's in social work.

Employment Training Specialist - 100%

The employment training specialist has been in the field for six months, all of which have been in her current position. She has a Bachelor's degree in social work.

Employment Training Specialist - 100%

The employment training specialist has three years experience in the field and has been in his current position for two months. He has a Bachelor's degree.

Marketing Representative - 50%

The marketing representative has four years experience in the field and has just started in this new position. He has a Master's degree.

Financial Data

	1985-1986	1986-1987
Job Training Partnership Act funds	$ 78,000	$ 78,000
US Office of Special Ed. and Rehab. Services	112,000	109,000
New York City Board of Education	90,000	90,000
TOTALS	$ 280,000	$ 277,000

Number of Special Education Students Served

Total number of special education students in grades 9-12 attending school in district (unduplicated count)

	1985-1986
Mildly Mentally Retarded	86
Moderate/Severely Mentally Retarded	80
Seriously Emotionally Disturbed	40

The census for the school varies on a yearly basis between 250-300 students.

Total number of special education students served by this project (unduplicated count)

	1985-1986	1986-1987	1987-1988
Mildly Mentally Retarded	26	20	20
Moderate/Severely Retarded		10	10
TOTAL SERVED BY THIS PROJECT	26	30	30

Estimated number of special education students served who also received assistance from ancillary agencies within the community

Number of Students 1985-1986	Number of Students 1986-1987	Agency
24 registered, 4 served		State/Federal Vocational Rehabilitation Program
20 (est.)	20 (est.)	Social Security Administration (SSI, SSDI)

Total number of vocational education courses completed by special education students served through this project

	1985-1986	1986-1987
Business/Office Education	30	Same average
Consumer and Homemaking Education	60	breakdown
Marketing Education	60	as 1985-1986
Industrial/Technology Education (Computer)	120	
Specially Designed Vocational Program	60	
Work Experience Program	30	
Building Management, Jewelry, Food Service, Cosmetology	75	

Meeting the Perkins Act Mandates That Apply to Special Education Students

Mandate One: Notification

New students enrolled in the Manhattan Occupational Training Center (MOTC) SIEV program and their parents meet with a school team composed of a family worker, an administrator and a nurse. The initial intake conference with parents and students includes a general overview of programs available at the school. When a student is ready to participate in the work study program, parents are contacted by the MOTC Job Developer. Parent involvement is an integral part of the cooperative program. Initial interviews are held with the student, the family, MOTC, and YAI staff. The program is explained, job interests are informally noted and parental waivers and permission are secured.

At the completion of PEP training (approximately 3 months), a conference is held to assess student training performance, formalize job choices and address other worker needs. Participants are the same as the initial conference with the addition of an Office of Vocational Rehabilitation representative and YAI job developer.

Mandate Two: Assessment

The MOTC vocational evaluation includes the VIEWS hands-on assessment and the Reading Free Vocational Interest Inventory. Assessment takes approximately two weeks per student enrollment. The information is used in school program planning.

Upon entering PEP, each student is assessed by an Employment Training Specialist in three areas:

1. Employability behaviors are assessed through direct classroom observation and validated through an employer survey.

2. Work performance strengths and weaknesses are noted from locally prepared work samples for vocational areas.

3. Other living skills (e.g., use of telephone and money-handling skills) are assessed through structured one-to-one sessions.

Evaluation, training and counseling are ongoing services throughout the PEP program.

Mandate Three: Special Services

The focus of the PEP curriculum is to prepare each student to sustain competitive employment. Each Employment Training Specialist works in the classroom at employment sites. The classroom portion is mainly group discussion and role playing. Daily individual progress is discussed when necessary. The staff team meets toward the end of the training period to consider individual progress, placement suitability and work related needs.

Individuals may enroll for additional work in earlier programs of PEP. In most cases, training establishes the student's needs to be addressed by an Employment Training Specialist working full-time at the student's competitive job site. Visual aids, checklists, color codes and redistribution of job responsibilities are some of the methods used at the worksite to adapt the environment to meet student needs.

Mandate Four: Guidance, Counseling and Career Development

The PEP Employment Training Specialists interview applicants, provide counseling, and perform classroom/worksite assessment and training. One Employment Training Specialist is designated primary counselor for each student and meets each student weekly for individual counseling.

From the intake interview through training and job placement, the participant is guided and counseled on vocational options. Student interests, skills, progress and needs are monitored to achieve and maintain successful performance and integration at a competitive worksite.

Mandate Five: Counseling for Transition

The Project Employment Program provides counseling services throughout the program to facilitate transition to post-school employment and career opportunities. The two-month classroom employability behaviors component addresses transition issues and behaviors through roleplaying and discussion.

A case conference at the end of the regular training period is held with the student, parents, MOTC representative, OVR counselor, and PEP supervisor, Employment Training Specialist and job developer. The conference reviews progress, targets behaviors, and recommends jobs, travel and other required budgetary supports. Enrollment in peer support and socialization programs may also be discussed. An Employment Training Specialist is available at the worksite (up to four months) to intervene or make referrals to appropriate services.

Mandate Six: Equal Access

PEP complements the alternatives available from MOTC. PEP offers students the opportunity to learn on jobs not ordinarily available to students with slower rate of learning and special needs. Many jobs in the community do not require extensive, in-school vocational training. PEP provides an opportunity for enriched, structured, and incidental learning on the job through the full time services of an Employment Training Specialist. PEP staff work with employers to modify the worksite to accommodate the participants. PEP coordinators provide management awareness training to affect supervisor and co-workers attitudes/behaviors toward the disabled. Through these activities handicapped students are given the same privileges of learning on the job as regular workers.

Mandate Seven: Least Restrictive Environment

The least restrictive environment to learn vocational skills and behavior is a competitive worksite. The students receive the same wages and benefits as their co-workers. The final and most extensive component of PEP is provided in the community work environment. The MOTC incorporates PEP employment objectives into the student's Individual Education Plan (IEP).

Mandate Eight: Vocational Education/Special Education Coordination

MOTC and YAI's PEP are specifically designed as special education/vocational programs. Program planning is done by experts in the combined areas of special and vocational education. Experts include teachers, counselors, employment training specialists and job developers.

Each PEP participant is enrolled with the Office of Vocational Rehabilitation (OVR). An OVR counselor follows each participant's progress and is invited to attend the case conference to discuss individual needs and appropriate placements. Time frames established by governmental mandates are adhered to in all educational planning phases.

Evidence of the Project's Effectiveness

Students Performance While in School

Method/frequency of measurement

Progress toward individual PEP goals is evaluated daily. Participants graph progress on individual charts.

Placement and retention records also document students' performance.

Composite results (1985-86)

Since January, 1986, eight participants were placed in competitive employment. All students were retained for 30 days or more. Five students were retained for 60 days or more.

Number of special education students served by this project who

	1985-1986	1986-1987
Graduated	20	25
Dropped vocational education classes, but stayed in school		10 left PEP program to return to school

Post School Status of Former Students

Status	Number of former students 1985-1986	1986-1987
Competitive employment 35 hrs/wk or more	4	10
Competitive employment less than 35 hrs/wk	1	5
Employed at rehabilitation facility/workshop	2	
Awaiting job placement after scheduled interviews	12	7
Awaiting referral to rehab. facility	1	

Methods used to follow up former special education students

The PEP supervisor maintains at least monthly contact with students placed in competitive job sites. Students waiting for placement attend a weekly job club sponsored by PEP.

Additional Information

The following information was obtained through materials submitted to VSC in the spring of 1987.

1. An employer survey was sent to more than 700 metropolitan employers in order to validate the PEP curriculum. (See Exhibit 11.)

2. PEP was honored by the U.S. Office of Special Education and Rehabilitative Services as one of the top 10 programs nationally for grant year 1984.

3. A brochure on corporate sponsorship was developed and utilized by PEP job developers and staff. (See Exhibit 12.)

Considerations for Those Wishing to Replicate this Project

Fiscal

Startup

The following represents a full budget for the start-up and implementation of the Young Adult Institute's Project Employment Program.

YOUNG ADULT INSTITUTE
PROJECT EMPLOYMENT PROGRAM BUDGET

POSITION	FULL TIME EQUIVALENT	SALARY
Director	.075	$ 3,375
Coordinator	.15	5,250
Supervisor	1.0	27,000
Employment Training Specialists	4.6	78,200
Market Representative	1.0	23,300
Secretary/Employment Training Specialists	.5	8,000
Junior Accountant	.1	2,000
Recruiter	.05	1,000
Fringes @22.5%		$ 23,240
Total Personnel		$171,365

OTHER COSTS	
Office Supplies	$ 500
Program supplies	4,000
Equipment	4,500
Xerox	1,000
Staff Travel	2,000
Client Travel	2,000
Postage	150
Insurance	3,000
Total Other Costs	$17,150
TOTAL Costs	$188,515

Staffing

A program director, program coordinator, program supervisor, four employment training specialists, a secretary and a job developer are required to implement the PEP program.

Technical Assistance Available

Technical assistance on the Project Employment Program is available by phone and correspondence.

Type

On-site consultation and technical assistance are available.

Cost

Sliding scale payments are based on individual needs.

Instructional/Staff Development Materials

Type

A videotape of the Project Employment Program is available.

Contact:

Patricia Catapano
Project Director
Young Adult Institute
460 West 34th Street
New York, NY 10001
(212) 563-7474

EXHIBIT 11

Employer Survey
Young Adult Institute
Project Employment Program

Please answer the questions below as they relate to one entry level position within your company. Each item in this section is an area of skill or a trait which you might look for in an applicant for that entry level position. For each skill/trait, please answer whether it is of low importance in the job, moderate importance, or major importance.

Person completing this questionnaire: _____
(Name and Title)

Name of Company: _____

Address: _____

Name of Entry Level Position: _____

	IMPORTANCE FOR ENTRY LEVEL POSITION			
	Low	Moderate	Major	Doesn't Apply
A. Physical				
1. Strength (ability to lift/push/pull heavy loads)	___	_____	___	_____
2. Agility (ability to move quickly and easily)	___	_____	___	_____
3. Stamina (vigor, endurance, ability to resist fatigue)	___	_____	___	_____
4. Manual dexterity (ability to make fine manipulations or coordinated movements)	___	_____	___	_____
5. High sensory alertness (keen hearing, sight, taste, touch, sense of smell)	___	_____	___	_____
6. Tolerance for stressful environment				
a) Noise	___	_____	___	_____
b) Heat/cold	___	_____	___	_____
c) Other _____	___	_____	___	_____
7. Orientation/mobility (ability to find way and move through environment)				
a) Within 1-2 rooms	___	_____	___	_____
b) Throughout building and/or grounds	___	_____	___	_____

EXHIBIT 11, contd.

	IMPORTANCE FOR ENTRY LEVEL POSITION			
	Low	Moderate	Major	Doesn't Apply
c) Through community	___	_____	___	_____
d) Out of town	___	_____	___	_____
B Work				
1. Quality				
a) Low number of errors	___	_____	___	_____
b) Precision (perform within well-defined tolerances)	___	_____	___	_____
c) Attention to detail	___	_____	___	_____
d) Other _____	___	_____	___	_____
2. Speed (complete task quickly)	___	_____	___	_____
3. Pace (maintain consistent speed over regular periods)	___	_____	___	_____
4. Concentration (attend to task despite distractions in environment)	___	_____	___	_____
5. Neatness (work in a neat, orderly manner)	___	_____	___	_____
6. Variety of skills performed				
a) Variety of existing skills	___	_____	___	_____
b) Willingness to learn new skills	___	_____	___	_____
c) Ability to perform several activities at same time	___	_____	___	_____
7. Work independence				
a) Work with little supervision	___	_____	___	_____
b) Work completely independently	___	_____	___	_____
8. Tolerance for repetitive work	___	_____	___	_____
9. Caution (care in activities which pose personal hazard)	___	_____	___	_____
10. Flexibility in work routines	___	_____	___	_____
11. Willingness to work overtime	___	_____	___	_____
C. Social				
1. Appearance/hygiene				
a) Cleanliness	___	_____	___	_____
b) Neat appearance	___	_____	___	_____

EXHIBIT 11, contd.

	IMPORTANCE FOR ENTRY LEVEL POSITION			
	Low	Moderate	Major	Doesn't Apply
c) Nice appearance	___	_____	___	_____
d) Dress code followed	___	_____	___	_____
e) Good manners	___	_____	___	_____
2. Attendance	___	_____	___	_____
3. Punctuality (arrive and leave on time)	___	_____	___	_____
4. Self-expression				
a) Communicate basic needs	___	_____	___	_____
b) Request help	___	_____	___	_____
c) Ask questions	___	_____	___	_____
d) Obtain emergency services	___	_____	___	_____
e) Telephone skills	___	_____	___	_____
f) Self-assertiveness	___	_____	___	_____
5. Ability to follow directions, procedures, instructions				
a) Perform task modeled	___	_____	___	_____
b) Understand gestures	___	_____	___	_____
c) Understand one-step instructions	___	_____	___	_____
d) Understand multiple-step instructions	___	_____	___	_____
6. Assistance				
a) Accept help	___	_____	___	_____
b) Ask for help	___	_____	___	_____
c) Take problem to appropriate person	___	_____	___	_____
d) Give assistance to others	___	_____	___	_____
7. Teamwork				
a) Coordinate own job with other jobs	___	_____	___	_____
b) Work in a group	___	_____	___	_____
c. Lead others	___	_____	___	_____
8. Sociability				
a) Cheerful manner	___	_____	___	_____
b) Get along with co-workers	___	_____	___	_____
c) Relate to public or clients	___	_____	___	_____
d) Respond appropriately under pressure	___	_____	___	_____
e) Sell to or be persuasive of others	___	_____	___	_____

EXHIBIT 11, contd.

	IMPORTANCE FOR ENTRY LEVEL POSITION			
	Low	Moderate	Major	Doesn't Apply
D. General Skills				
1. Memory				
a) Locations, procedures, vocabulary	___	_____	____	_____
b) Sequence	___	_____	____	_____
2. Decision-making				
a) Select among choices presented	___	_____	____	_____
b) Use good judgment in emergency situations (fire, medical, crime)	___	_____	____	_____
c) Use good judgment in other situations	___	_____	____	_____
3. Time				
a) Perform activities in sequence	___	_____	____	_____
b) Distinguish times of day, such as morning, noon and afternoon	___	_____	____	_____
c) Tell time	___	_____	____	_____
4. Arithmetic				
a) Count	___	_____	____	_____
b) Add/subtract	___	_____	____	_____
c) Handle money and count change	___	_____	____	_____
d) Full arithmetic skills	___	_____	____	_____
5. Reading				
a) Recognize emergency signs	___	_____	____	_____
b) Recognize core vocabulary of necessary words	___	_____	____	_____
c) Read new words/names	___	_____	____	_____
6. Writing				
a) Leave messages	___	_____	____	_____
b) Write correspondence	___	_____	____	_____
7. Equipment				
a) Use time clock	___	_____	____	_____
b) Use vending machines (during breaks)	___	_____	____	_____
c) Use lockers	___	_____	____	_____
d) Operate fire extinguisher	___	_____	____	_____
e) Use telephone	___	_____	____	_____
f) Other _____	___	_____	____	_____

EXHIBIT 11, contd.

E. Other

1. Please list any characteristics of workers in entry level positions that you feel are important and were not included in the list above.

_____

_____

2. Other comments _____

_____

F. Summary

1. What do you consider the most critical skills or traits for the entry level position listed? _____

_____

_____

2. What characteristics or behaviors, if any, do you consider intolerable for the position listed?

_____

_____

_____

* * * * * * * * * * * * * * * * * * * *

G. Company Information

1. How many employees does your company have?

_____

_____

2. Please list any entry level positions for which you have openings now or anticipate having openings in the next two years.

_____

_____

_____

EXHIBIT 11, contd.

3. What is the approximate frequency of job turnover for the positions listed?

4. What steps are necessary to apply for an entry level position in your company?

5. Does your company provide benefits for full-time workers? If so, please list them.

6. Are you familiar with the Targeted Jobs Tax Credit program?

7. Are you familiar with On-The-Job Training incentive programs?

8. Have you ever hired a disabled person?

9. If so, was it a positive experience?

10. Would you like more information about the Young Adult Institute's Project Employment Program?

EXHIBIT 11, contd.

11. If yes, specify contact person:

_____
(Name and Title)

_____
(Address)

12. Please list the names of any other employers you know who might be interested in learning about YAI's Project Employment Program.

_____

_____

_____

_____

Thank you very much for participating in our Employer Survey!

- Young Adult Institute Project Employment Program

EXHIBIT 12

What Corporate Sponsors Should Know

The developmentally disabled worker is today's economic discovery. Old myths are being replaced by examples of dependable and productive accomplishments.

The hiring of a PEP participant not only assures a job well done but entitles the organization to financial benefits. It also enables the developmentally disabled person to become a contributing member of society rather than be dependent upon federal subsidies.

How can I be assured that a PEP participant can do the job?

YAI has extensive experience serving 1,000 developmentally disabled people a day in 30 locations throughout the metropolitan area. At no cost to the corporate sponsor, PEP participants will be trained for specific jobs and monitored by a YAI on-site Employment Training Specialist until they have mastered their jobs. The Employment Training Specialist will ensure that productivity levels will be maintained during the training period.

What are some of the financial incentives for which I would be eligible?

The savings in training costs and the productive value of a fully trained and supervised worker are incentives to the employer. In addition, financial reimbursement is made to the corporate sponsor through either tax credits or employment and training subsidies.

1. Wage subsidies are available for on-the-job training. The Department of Labor reimburses employers 50% of wages paid during the first 160 hours of employment and up to 25% of wages during the subsequent 160 hours.

2. The Targeted Job Tax Credit Program allows a federal tax credit of up to $3,000 for the first year's wages of targeted employees, and $1,500 for the second year's wages.

With the On-the-Job Training Program and Targeted Job Tax Credit Program, corporate sponsors receive up to two years of financial assistance.

How does PEP help me meet my affirmative action requirements?

The law stipulates that organization that receive federal contracts exceeding $2,500, employ 50 people or receive federal assistance must declare their intent to meet affirmative action requirements. PEP assists corporate sponsors in meeting their "reasonable accommodations" statute indicating that a program has been implemented to employ the handicapped.

How do I know PEP will represent my concerns as well as the interests of their participants?

PEP is designed to address the needs of both sponsors and the developmentally disabled. There is an Advisory Board composed of members of the corporate community, local government, families and PEP personnel. This body will advise on program direction and insure that the goals and objectives of the program are being met. In addition, a PEP staff person will serve as a liaison between the program and the employer to address the employer's concerns or needs.

PROJECT WORTH

Location:
South Windsor Public Schools
1737 Main Street
South Windsor, CT 06074
(203) 528-9711

Contact Person:
Carol Stocks
Special Education Teacher
South Windsor Public Schools
1737 Main Street
South Windsor, CT 06074
(203) 528-9711

Background Information

Objectives

Project WORTH is a career education program developed to prepare special needs learners for entry into the job market. The program seeks to develop job related skills and behaviors identified by the community as desirable and beneficial to the prospective employer.

Key Features

Project WORTH consists of two equally important components. The first is the classroom component, composed of four phases in which general skills and concepts needed to enter and maintain employment are taught. The second is the community based, teacher supervised work experience component which allows students to practice and refine the skills and concepts learned in the classroom.

Project WORTH offers four levels of employment to special needs students. Students are placed into these levels depending upon work behavior and skills. The levels available to students are Work Activity Center (operated at the high school and middle school), non-competitive employment in-house (supervised employment on school grounds), non-competitive employment (supervised employment in the community for non-profit organizations) and competitive employment.

Project WORTH's involvement with parents and the community has made it a successful program for the past ten years. Emphasis on the transition from school to work has been a goal for Project WORTH since its inception in 1976.

Project WORTH was selected in 1983 as an exemplary career education program by the State of Connecticut. The program's developers, Ms. Carol Stocks and Mrs. Mary Kolek, have provided leadership to other schools and agencies, presented Project WORTH at state and national conventions and had an article on Project WORTH published in a professional journal.

Profile of Local Service Area

This project serves middle class and upper middle class students from one suburban school district.

Financial Data

	1985-1986	1986-1987	1987-1988 (tentative)
PL 98-524 10% handicapped setaside:	1,658	1,235	1,500
PL 94-142 "flow-through" funds:	1,867.40	3,000	3,000
State funds:	22,170.22	42,860.89	44,602
Local funds:	22,230.18	34,983.07	42,602
TOTALS	$52,925.80	$82,079.96	$91,704

Staff Assigned to Project

Director - 5%

The director has spent 16 years in the field and 10 years in the current position. The director has a Bachelor's and Master's degree in special education, a Doctor's degree in educational administration and a law degree.

Supervisor of Special Education - 7%

The supervisor of special education has 15 years experience in the field and five years in her current position. She has a Bachelor's degree in psychology, Master's degree and administration certificate and a sixthth year administration certificate.

Special Education Teacher - 50%

This special education teacher has two years experience in the field and one year experience in her current position. She has a Bachelor's degree in special education.

Special Education Teacher - 50%

This special education teacher has six years experience in the field and two years experience in her current position. She has a Bachelor's degree with a certificate in special education and a Master's degree in special education.

Special Education Teacher - 100%

This special education teacher has been in the field 18 years, and 16 years in her current position. She has a Bachelor's degree, special education certificate and a Master's degree.

Teacher/Computer Instructor - 15%

The teacher/computer instructor has 10 years experience in the field and eight years experience in his current position. He has a Bachelor's degree and a 9-12 teaching certificate.

Cooperative Work Experience Teacher - 15%

The work experience teacher has been in her current position six years. She has a Bachelor's degree and a 9-12 grade teacher's certificate.

High School Principal - 5%

The high school principal has 20 years experience in the field and eight years experience in his current position. He has a Bachelor's degree in mathematics, Master's degree, sixth year certificate and secondary administration certificate.

Examples of how the 10% handicapped setasides were used in 1986-1987

Setaside funds were used to pay the salary of a job coach and to purchase computer materials.

Number of Special Education Students Served

Total number of special education students served in grades 9-12 (unduplicated count)

	1985-1986	1986-1987	1987-1988
Mildly Mentally Retarded	2	2	1
Moderate/Severely Retarded	7	8	6
Learning Disabled	9	24	22
Seriously Emotionally Disturbed	9	6	0
Multi-Handicapped	3	3	2
TOTAL	30	43	31

Total number of special education students served through this project by grade (unduplicated count)

Grade	1985-1986
8	2
9	5
10	6
11	2
12	5
Ungraded	10

Estimated number of special education students served during 1985-86 who also received assistance from ancillary agencies

Number of Students	Agency
5	State/Federal Vocational Rehabilitation Program
1	Social Security Administration (SSI, SSDI)
2	Youth Services, Town of South Windsor, CT

Total number of vocational education courses completed by students served through this project

	1985-1986	
	Semester Length	Year Long
Business/Office Education	21	
Consumer and Homemaking Education	29	
Industrial/Technology Education	29	
Cooperative Vocational Education		8
Specially Designed Vocational Program		10
Work Experience Program		18

Meeting the Perkins Act Mandates That Apply to Special Education Students

Mandate One: Notification

Project WORTH's vocational program formally begins at the high school level. However, special educators deliver a prevocational skills program at both the elementary and middle school levels. Students are assigned work tasks and are paid according to work behavior. High school Project WORTH staff consult with elementary and middle school personnel to coordinate the prevocational and vocational programs for special needs students.

Mandate Two: Assessment

An appropriate career assessment battery is given to each high school Project WORTH student. Some of the assessments which might be used are: Prevocational Assessment & Curriculum Guide, San Francisco Vocational Competency Scale, Social and Prevocational Information Battery, Tests for Every Day Living, Armed Services Vocational Aptitude Battery, Career Ability Placement Survey, Career Orientation, Placement and Evaluation Survey and/or the California Occupational Preference System. In addition, all Project WORTH students have received recent achievement and ability testing.

Mandate Three: Special Services

All Project WORTH students are identified as special education students and therefore have available to them a wide spectrum of special education services and related services such as a Parallel Education Program off campus, Resource Room Services at the high school, self contained classes at the high school, social work services, occupational and physical therapy services, psychology and guidance services, and speech and language services. Student and program needs are addressed annually by a Planning and Placement Team meeting.

Mandate Four: Guidance, Counseling and Career Development

Students receive ongoing guidance, counseling and career development by the Project WORTH career planning instructor. This is done individually or in groups depending upon student needs. Mainstream cooperative work instructors, guidance counselors, special educators and staff from the Industrial Arts and the Home Economic Departments consult with the Project WORTH staff regarding career education and the needs of special education students. Participation in the classroom and work experience components of Project WORTH provide regular feedback to students regarding their vocational progress. (See Exhibit for excerpts from the Project WORTH Career Planning Course.)

Mandate Five: Counseling for Transition

Moderately and severely handicapped students are referred to the State Department of Vocational Rehabilitation at the middle school level. Mildly

handicapped students are referred to Vocational Rehabilitation at the beginning of eleventh grade. The state counselor and the Project WORTH liaison work cooperatively, consulting with special education students and their parents every four to six weeks until graduation.

Students who require more support after graduation may be classified as a post graduate student and continue to receive consultation from the Project WORTH staff in conjunction with the state department staff.

Mandate Six: Equal Access

Students are enrolled in career planning classes to prepare them for the mainstream program. These career planning classes may take the place of the mainstream program for the more severely handicapped students. Students who do enter mainstream classes are supported indirectly by the Project WORTH liaison who confers regularly with the cooperative work experience coordinators. The Project WORTH liaison does direct work experience supervision as needed. Team teaching may be used during mainstream cooperative work experience (CWE) classes. Team teaching units are staffed by the Project WORTH liaison and CWE staff.

Mandate Seven: Least Restrictive Environment

Project WORTH addresses this mandate by working cooperatively with career education instructors in the mainstream. Job placements in the schools and in the community are procured in order to integrate the special needs students into more normalized settings.

Mandate Eight: Vocational Education/Special Education Coordination

Decisions involving special needs students and their vocational program are made at Planning and Placement Team meetings. The students' special education teacher, Project WORTH liaison, staff from Industrial Arts, Home Economics, and/or Career Education Departments and the appropriate employer in the community participate in the decision making process.

Frequent consultation between the Project WORTH liaison and any persons working with the student is used to assess progress and develop further goals.

Evidence of the Project's Effectiveness

Students' Performance While in School

Method/frequency of measurement

Goals and objectives are developed annually and reviewed. Measures of assessment include student profile sheets, employer evaluation, student notebooks, grades from career classes and Project WORTH work Performance Evaluation.

1985-1986 Composite results

All students but one passed career classes. Six students went into CSW the following year.

Fifteen out of 16 had successful competitive work experience.

Number of special education students served by this project who:

	1985-1986
Graduated	5
Dropped vocational education classes, but stayed in school	0
Dropped out of school entirely	1

Post School Status of Former Students

Status	Number of former students 1985-1986	1986-1987
Competitive employment 35 hrs/wk or more	3	
Competitive employment less that 35 hrs/wk	1	
Employed at rehabilitation facility/workshop	1	
Unemployed	1	
Competitive employment		20 of 26

Methods used to follow up former special education students

Project WORTH liaison contacts the Department of Vocational Rehabilitation worker and the individual graduate students in the fall and again in June of the first year after graduation.

Considerations for Those Wishing to Replicate this Project

Administrative

Replication of this project will require strong administrative support and the involvement of the parents of handicapped students.

Staffing

The program must create a position in which an individual has the freedom from calss responsibilities to visit job sites and to counsel students.

Technical Assistance Available

The South Windsor Public Schools will accept written inquiries concerning the curriculum. Staff members have provided inservice and on site training.

Instructional/Staff Development Materials

Type

A Project Worth description and curriculum materials are available.

Cost

Each packet costs $10.00.

Ordering Procedures

Order the Project Worth description and curriculum materials from:

Pupil Services Department
1737 Main Street
South Windsor, CT 06074

EXHIBIT 13

Project Worth
Career Planning Course Objectives
Phases I-III
1986

Design

The core program will span the student's secondary school career, beginning when the student enters the junior high school. The length of the program training period and level of skill attainment shall not be tied into one definite time frame, but shall vary according to the individual.

This curriculum is divided into two components: a series of courses offering instruction in the following career education areas: self awareness, career clusters, and preparation for entry into the job market, and a series of work experiences designed to develop appropriate work habits and entry level skills. Suggested supplementary units in Basic Government and Survival Reading, Language and Math are also included.

Procedures

The program is designed to be completed in sequence. However, individual needs may occasionally alter a student's progression.

In Phase I, Self Awareness, the student will complete in the classroom setting, a self profile and relate this information to the job selection process. Because the self is continually growing, weekly group sessions should be conducted throughout the entire program. In order to maximize the effectiveness of these groups, guidance personnel experienced in facilitating groups could work cooperatively with the teacher.

The education of a student is viewed as a joint effort shared by the educational system and the community. As the student progresses through Project Worth, the degree of involvement shifts from one of student-school to student-community involvement. Upon graduation, a student directly enters the job market or participates in a post-graduate training program.

During Phase II, Career Clusters, the students will be exposed to the wealth of careers available. Students will be encouraged to relate this information to their self profile in order to identify appropriate job preferences.

Phase III, Preparation for Entry into the Job Market, presents the student with the vocabulary and information necessary to become an aware and desirable worker.

Of equal importance is the Work Experience component of Project Worth. Throughout their participation in the program students, based on their performance, are placed on a series of work training sites which are leveled according to the degree of independence and skill required. These Work Experience levels are:

1. Non-competitive (Project Worth Work Activity Center),
2. Non-competitive in-house sites,
3. Non-competitive community sites,
4. Competitive community employment.

The Work Experience program provides students with an opportunity to explore careers and to develop appropriate work habits and skills so that upon graduation they are prepared to participate in their community as productive and satisfied adults.

Project Worth Course Offerings

Academic

JUNIOR HIGH SCHOOL

Career Planning I: Phases I/II of Project Worth curriculum

SENIOR HIGH SCHOOL

1. Career Planning I: Phases I/II 1-2 semesters

2. Career Planning II: Phase III 1-2 semesters

   Career Planning I/II are designed to be introductory career education courses for students considering participation in mainstream Cooperative Work Experience programs in their Junior and Senior years.

3. Career Life Exploration: Phases I-III 2-5 years

   This is a long term program covering Phases I-III of the Project Worth curriculum for students whose skills are such that participation in mainstream career programs is inappropriate.

4. Independent Living 2-5 years

   This is a long term program for students looking toward supervised community living as a long term adult living goal. Units include: Using community resources, consumer awareness, homemaking, and adult relationships.

5. Postsecondary Planning for the LD student 1-2 semesters, Jr./Sr. only

   This course is intended to assist the LD student, considering continuing education after graduation from high school, to understand higher abilities and disability in order to set realistic goals and to select appropriate post-graduate programs.

EXHIBIT 13, contd.

WORK EXPLORATION AND ADJUSTMENT PROGRAM

1. Work Activity Center,
2. Non-competitive, in-house,
3. Non-competitive, community,
4. Competitive placement.

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EXHIBIT 13, contd.

Project Worth Referral

Student Application Form

Name _____ Birth Date _____ Grade _____

Address _____ Telephone _____

Social Security Number _____

Parents/Guardians _____

Previous Work Experience (paid and volunteer)

Employer	Dates From - To	Type of Work	Reason for Leaving

Outside Interests (What do you do in your free time?)

_____

_____

_____

1. How did you learn about Project Worth?
2. Describe what you have been told Project Worth is.
3. If you get into Project Worth, describe what you expect to be doing.
4. How would this program help you?
5. If ten students apply for Project Worth and only five can be accepted, why should you be one of the five accepted?

EXHIBIT 13, contd.

Application for Entrance into Work-Study Program

In the Work-Study Program, transportation to job interviews and daily work shifts is the responsibility of the student and the parents. Do not apply for entrance into the work program if you do not have transportation. Please be aware that your son or daughter may work some on weekends if required to do so by the employer.

_____ _____
Social Security Number Date

_____
Student's Name

_____
Parent or Guardian

_____
Address

_____
City and Zip Code

_____ Father

_____ Mother

_____ _____
Home Phone Number Parent's Work Number

_____ _____
Birthdate Birthplace

How do you plan to get to work? _____ Your own car
_____ Parents will drive

List any jobs you have had in the past.

1. _____ _____
Place of employment Job title

How long did you work there? _____

Why did you leave the job? _____

_____

2. _____ _____
Place of employment Job title

EXHIBIT 13, contd.

How long did you work there? _____

Why did you leave the job? _____

_____

Name some of the things you like to do in your spare time. _____

_____

What type of work would you like to be doing in five years? _____

_____

Do you take any medication on a regular basis? _____

If so, please explain. _____

_____

Describe any physical limitations that would influence the type of job you might get. _____

_____

Before you sign, be sure to read thoroughly any attached information. Return this application to _____.

Parents of accepted students will be contacted so that a conference can be set up to discuss and sign the Work Program Contract.

If you have any questions, please call _____.

****

I would like to be accepted for the Work-Study Program. I have read the attached information. I agree to follow the program requirements if I am accepted.

_____ _____

Date Student's Signature

I have read all the information provided. I agree to help my son or daughter fulfill the program requirements.

If my son or daughter is accepted into the work program, I will be willing to meet with _____ so that the Work Program contract can be signed.

_____ _____

Date Parent's Signature

c. 1985 by Aspen Systems Corporation.

EXHIBIT 13, contd.

Project Worth
Work Placement Record

Name _____ Birth Date _____

Anticipated year of graduation _____

Level I

Location

South Windsor High School Work Activity Center _____

Goals

1. Development of prevocational skills and work habits.

Direct Supervision

Pupil Services Staff _____

Source of Salary

Project Worth funds _____

Piece Work _____

Entry Date _____ Exit Date _____

Level II

Location

In-house job sites _____

Goals

1. Development of appropriate work habits
2. Exposure to a variety of career areas

Direct Supervision

Job site supervisor _____

EXHIBIT 13, contd.

Indirect Supervision

In-house staff and Project Worth liaison _____

Source of Salary

Project Worth funds _____

Hourly Rate _____

Entry Date _____ Exit Date _____

Level III

Location

Community Service Job Sites _____

Goals

1. Development of general entry level work skills.
2. Development of appropriate independent work behaviors.
3. Expose to community career options.

Direct Supervision

Job site supervisor(s) _____

Indirect Supervision

Project Worth Liaison periodic visitations _____

Source of Salary

Project Worth funds _____

CETA funds _____

Entry Date _____ Exit Date _____

EXHIBIT 13, contd.

Level IV

Location

Competitive _____

Goals

1. Performance of job duties given company production standards.
2. Development of skills specific to career area.

Direct Supervision

Job site supervisor _____

Indirect Supervision

Project Worth liaison periodic visitations _____

Source of Salary

Employer (at least minimum wage) _____

Entry Date _____ Exit Date _____

EXHIBIT 13, contd.

Weekly Journals

Objectives

1. Student will complete a task analysis of his/her job.
2. Student will identify likes and dislikes of tasks being performed on the job.
3. Student will identify alternative behaviors for dealing with uncomfortable situations on the job.
4. Students will compare and contrast self-identified work values and tasks on the job.

Activities

1. CES will explain the purpose of the weekly log.
2. CES will have each participant complete a task analysis of their job-site (first week only). (See Attachment I.)
3. Participants will discuss task analyses (first week only).
4. Participants will maintain a weekly log every week.
5. Participants will discuss logs (every week).
6. Participants will complete evaluation of the following and discuss:

   a) Current placement site,

   b) Current site supervisors,

   c) Placement in relation to learning goals,

   d) Placement in relation to work values (last week).

EXHIBIT 13, contd.

Student Profile for Project Worth

Student's Name _____

Birth Date _____ **Grade** _____

Attendance Record (including absences and tardies) _____

Performance Levels

Reading (grade levels and specific skills) _____

_____

Math (grade levels and specific skills) _____

_____

	STRENGTHS	WEAKNESSES
	_____	_____
ACADEMIC	_____	_____
	_____	_____
	_____	_____
SOCIAL	_____	_____
	_____	_____
	_____	_____
PHYSICAL	_____	_____
	_____	_____
	_____	_____
WORK HISTORY	_____	_____
OTHER	_____	_____

EXHIBIT 13, contd.

Project Worth Noncompetitive Work Agreement

Employee _____

Workstation _____

Supervisor _____

Days/Hours _____

Job Description _____

_____

_____

Wage _____

Credits _____

Job Duties _____

_____

_____

Job Rules/Consequences _____

_____

_____

Date of Evaluation and Review of Contract _____

Student agrees to keep a log. Attached to this form is a student profile.

_____ _____

Supervisor's Signature/Date Parent's Signature/Date

_____ _____

Employer's Signature/Date Employee's Signature/Date

EXHIBIT 13, contd.

Project Worth Work Training Profile

To _____

From _____

Re _____

Level _____

Work Site _____

Job Description _____

Work Schedule _____

Salary _____

Credit _____

Transportation _____

Supervisor _____

Start Date _____

End Date _____

Contingencies _____

EXHIBIT 13, contd.

Project Worth Work Performance Evaluation

Employee _____

Date _____

Rating Period _____

Placement _____

Circle the letter of the statement that describes the employee.

1. Cooperation

   a) Has "that's not my job" attitude - won't do more than minimum.

   b) Can't always be sure - may or may not cooperate.

   c) Usually willing and able to cooperate.

   d) Willingly does his/her share and more.

   e) A valuable team member - goes out of his/her way to make unit run smoothly.

2. Adaptability

   a) Fails to cooperate when changed from usual job duties.

   b) Cooperates but grumbles when changed from usual job duties.

   c) Will change duties.

   d) Accepts necessary changes good naturedly.

   e) Assumes personal responsibility for job-change duties without hesitation.

3. Taking pride in work

   a) Kills time - requires constant supervision.

   b) Stays busy if closely supervised.

   c) Carries out task with minimum of supervision.

   d) Can always be found working diligently at a task.

   e) Never wastes time - a real "self-starter."

EXHIBIT 13, contd.

4. Initiative

   a) Resists trying new methods - shows no interest in job.

   b) Sometimes hesitant to accept suggestions - must be led by others.

   c) Follows new methods willingly when requested.

   d) Plans own work satisfactorily.

   e) Finds better ways to do work - seems eager to try new methods.

5. Following directions

   a) Does not follow instructions or procedures consistently - sometimes acts on his/her own without proper authority.

   b) Follows procedures to best of his/her ability - needs repeated instructions.

   c) Follows procedures and directions satisfactorily.

   d) Can be depended upon to follow instructions and work methods carefully.

   e) Carries out instructions completely - knows when to go on his/her own.

6. Caring of materials

   a) Work habits are careless or untidy. Ignores cleaning responsibilities.

   b) Sometimes avoids doing fair share of cleaning.

   c) Works neatly and does own share of cleaning.

   d) Works neatly and does more than own share of the cleaning when asked.

   e) Never waits to be told about clean up duties - takes pride in appearance of worksite.

7. Attention to detail

   a) Makes too many mistakes - works carelessly or ignores details of job.

   b) Makes more mistakes than normal - work needs careful checking.

   c) Produces satisfactory work on routine tasks.

EXHIBIT 13, contd.

d) Works with care - seldom makes mistakes.

e) Works with consistent accuracy - rarely makes errors - self corrects errors or reports problems.

8. Maturity

a) Has not shown mature behavior - has shown temper, has deliberately broken rules, has disputes with co-workers.

b) Needs occasional reminder of rules of conduct.

c) Shows good manners at work - tries to follow rules.

d) Shows mature behavior - respected by group.

e) Always even-tempered and well mannered - helps to boost morale of group.

9. Sensitivity to needs of others

a) Does not mind own business - goes out of his/her way to upset others.

b) Indifferent toward fellow workers.

c) Aware of the needs of others - minds own business.

d) Seems willing to do all he/she can for others.

e) Always alert to the needs of others - goes out of way to be helpful.

10. Dependability

a) High absenteeism.

b) Frequently tardy.

c) Attendance average.

d) Good attendance record.

e) Attendance excellent - worker takes personal responsibility for seeing that job is covered.

EXHIBIT 13, contd.

11. Relations with supervisor

    a) Shows no interest in cooperating with supervisor.

    b) Unpredictable - may or may not cooperate.

    c) Usually cooperates.

    d) Cooperates willingly - keeps supervisor up to date.

    e) Goes out of way to cooperate - can always rely on receiving support.

12. Personal appearance

    a) Personal neatness/cleanliness must improve.

    b) Somewhat careless; occasionally must be reminded.

    c) Usually neatly groomed/clean.

    d) Always neatly groomed/clean.

    e) Outstanding in personal habits.

Employer's signature _____

Employee's signature _____

Adapted from Journal of American Dietetic Association

EXHIBIT 13, contd.

Project Worth
Work Experience Final Evaluation

Student _____ Date of Birth _____ Grade _____

Job Title _____ Date Began _____ Ended _____

Job Site _____ Schedule _____

Job Duties

Please list specific job tasks performed, include any tools or equipment used.

_____

_____

On the Job Performance

Please offer specific comments in each category below regarding appropriateness and responsibility of daily behavior.

Strengths	Example
_____	_____
_____	_____

Requires Improvement	Example
_____	_____
_____	_____

Is this student competitively employable using your company's hiring standards and expectations?

_____ Yes _____ Not at this time

What specific behaviors should a school program focus on so that the student may reach entry level?

Please feel free to include any additional information or comments regarding the student or that of the work-study program.

EXHIBIT 13, contd.

Self Profile

Name _____ Date of Birth _____

Which Subjects Have you Found

Most Interesting	Least Interesting
_____	_____
_____	_____
_____	_____

Check the subjects in which you do the best work.

Circle the subjects which you found to be most difficult.

Interests

Lists your interests _____

_____

_____

What Activities Do You Enjoy Most?

_____	_____
_____	_____
_____	_____

Values

What 10 things are most important to you?

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

EXHIBIT 13, contd.

What things are least important to you?

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

What 3 things do you like most about yourself?

_____

_____

_____

Which 3 personality characteristics would you most like to change?

_____

_____

_____

What skills do you have?

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

What skills do you want to learn that would help you get a job?

_____

_____

_____

EXHIBIT 13, contd.

Vocational and Aptitude Testing

Name of test _____

What does it measure? _____

How did you do? _____

Do you find it easier to say or write what you feel? _____

What do you do better in? Academic Classes _____ (or) Work Activities _____

Health

Describe your general health _____

_____

_____

Do you have any physical disability? _____ No _____ Yes (describe)

_____

_____

Work Experience

_____

_____

_____

_____

EXHIBIT 13, contd.

Job Fact Sheet

Name _____ **Date** _____

Cluster _____ **Job Title** _____

Duties _____

_____

Qualifications _____

_____

Working Conditions _____

_____

Salary _____

_____

Job Outlook _____

_____

Fringe Benefits _____

_____

Chance for Advancement _____

_____

Does this job suit you? _____

What areas match up with your personal profile? _____

Sources

You must have at least 3 different kinds of resources and 5 total resources (filmstrips, books, articles, interviews, letter ...).

_____

SPECIAL EDUCATION TRANSITION PROGRAM

Location:

Whittier Union High School District
Career Assessment and Placement Center
9401 South Painter Avenue
Whittier, CA 90605
(213) 698-8121

Contact Person:

Dan Hulbert/Richard Rosenberg
Transitional Project Specialist
Whittier Union High School Dist.
Career Assessment and Placement Center
9401 South Painter Avenue
Whittier, CA 90605
(213) 698-8121

Background Information

Objectives

1. Provide career education services for preschool through high school special education students.

2. Provide career/vocational assessment.

3. Provide quality transition programming with community-based instruction in the areas of vocational, community/consumer, domestic and recreation/leisure training.

Key Features

The Special Education Transition Program features a transition model implemented through the Career Assessment and Placement Center (CAPC) of the Whittier School District. This model includes the following.

Coordinated Public School Model

This comprehensive and cooperative program coordinates and provides social, educational, rehabilitative, and vocational services within a public school system to assist individuals who are disabled in reaching their optimum level of vocational and social functioning.

Array of Vocational Services

Vocational services include counseling, vocational evaluation, work adjustment, independent living skills, job development and job placement. The program expands and refines services piloted since 1979 at the Career Assessment and Placement Center. Each service component is evaluated. Dissemination materials are produced and distributed.

Individual Educational Planning

Student educational planning is individualized through appropriate identification methods, Individual Educational Plan (IEP) or Individualized Program Plans (IPP), supplementary services, and parent-family participation.

Service Manuals

The Transition Program staff developed five manuals on vocational counseling, vocational evaluation, work adjustment, job development/placement, and independent living, respectively.

Profile of Local Service Area

Eight school districts are served by the Special Education Transition Program. The school districts range from local, city and county wide to intermediate and cooperatives. Metropolitan, urban, suburban and rural areas are part of the service region. The socioeconomic characteristics of the students encompass poverty level to high income families.

The total number of students in grade 9-12 attending school during the 1985-1986 school year was 9,854.

Overview of the Career Assessment and Placement Center

Organization of the Career Assessment and Placement Center

The Career Assessment and Placement Center (CAPC) is a group of specialists who provide services for students with disabilities in the eight school districts comprising the Whittier Area Cooperative Special Education Program (WACSEP). (See Exhibit 14 for staff organizational chart.) These school districts are the following:

1. East Whittier City School District,
2. El Rancho Unified School District,
3. Little Lake City School District,
4. Los Nietos School District,
5. Lowell Joint School District,
6. South Whittier School District,
7. Whittier City School District,
8. Whittier Union High School District.

The CAPC is located at the Sierra Education Center and is part of the Whittier Union High School District's Educational Services. The CAPC also provides vocational evaluation, employment preparation, and job development/placement services for agency sponsored or self referred adults who are disabled and disadvantaged and for students with disabilities from other school districts. The CAPC works cooperatively under a Memorandum of Understanding with the California State Department of Rehabilitation.

Service Components of the Transition Program

The CAPC's mission is to provide and coordinate career/vocational services to mentally, physically, and emotionally disabled as well as economically disadvantaged individuals in order to maximize their vocational development and integration into the community. All CAPC services provided for a WACSEP

student are part of and governed by policies and regulations pertaining to the student's Individualized Education Program (IEP). All services provided by CAPC for an individual from the community (e.g., Regional Center) are governed by policies and regulations pertaining to the Individualized Program Plan (IPP).

The service components of the CAPC Transition Program are the following:

1. VOCATIONAL EVALUATION assesses the employment capabilities of persons vocationally handicapped by physical, emotional and mental disorders or economically disadvantaged. Psychological testing, work samples, and situational assessments are used to provide the referral source with verbal and written recommendations for vocational planning and programming.

2. WORK ADJUSTMENT is a short-term process to provide direct educational, vocational, and social services to individuals who are disabled and disadvantaged to develop and maintain the skills/behaviors necessary for optimum level of vocational and social functioning. Work adjustment services include the following:

   a) Work Skills Program. Provides junior and senior high school students who are severely handicapped the opportunity to participate in different work environments in order to develop general work skills.

   b) Project Discovery. Provides hands-on career exploration to junior and senior high school students. (See Exhibit 15 for a detailed description.)

   c) Preparation for Work. Provides a one semester, two-hour/day class for high school juniors and seniors who are learning handicapped.

3. EMPLOYMENT PREPARATION, JOB DEVELOPMENT AND PLACEMENT provides career exploration, situational assessment, and community training sites, job development and placement for individuals who are disabled and disadvantaged. Increased employment awareness results in competitive placements.

4. VOCATIONAL COUNSELING assists individuals who are disabled by providing personal and vocational counseling for students and parents. Goal development, implementation of vocational plans, and case management in coordinating and monitoring services are necessary to reach the vocational goals.

5. INDEPENDENT LIVING SKILLS TRAINING provides individuals who are disabled with practical application of skills and social behavior outside of the classroom. Maximizing their independent functioning in personal and community environments is the goal.

6. ORIENTATION AND MOBILITY INSTRUCTION is provided to individuals who are visually impaired and multi-handicapped blind so they can safely access the community. The students learn sighted guide, cane techniques, and other appropriate orientation and mobility skills.

7. PROGRAM EVALUATION is an integral part of program development and improvement. The most important measure is that the individuals served become competitively employed and maintain employment. Attempts are made to follow the participants in the program for at least three years to determine the effectiveness of the training.

8. A DISSEMINATION PACKAGE has been developed to encourage replication of the model in other schools and/or agencies.

The Department of Developmental Services (Regional Center) has contracted for programs at CAPC to provide services to individuals, over the age of 16, who are developmentally disabled.

The two areas of contracted services are mobility training and skill training. Mobility training provides one-to-one instruction for independent travel within the community with an emphasis on street safety, pedestrian skills, use of public transportation, and appropriate social behaviors. (See Exhibit 16 for program description.) The goal for each individual is to achieve maximal community independence for vocational, social, educational, and recreational purposes. Skill training assesses individuals' interests, skills, and needs. The program identifies appropriate community programs to meet the individual's unique needs. The long term goal of skill training is for the individual to be integrated successfully into a heterogeneous community. Skill instruction is specifically related to his/her participation and functioning in that community. A community data/personal calling card is used by the students enrolled in each program. (See Exhibit 17.)

Cooperative Efforts

The utilization of various school and non-school personnel is critical when initiating and maintaining transition services for students. The Career Assessment and Placement Center coordinates service providers and agencies in the transition process for each individual. Specific personnel involved in the school environment are: Transition Instructor, Independent Living Skills Instructor, Job Development/Placement Specialists, Vocational Counselors, Special Education Aides and Technicians, Attendance Coordinators, Guidance Counselors, Principals and Assistant Principals, Regional Occupational Program (ROT) Administrator and Staff, Transportation Coordinator, and the School Nurse. Non-school organizations that may be involved are: Regional Center, Department of Rehabilitation, Exceptional Children's Foundation, Parks and Recreation Department, Social Security, Public Transportation Agencies, YMCA, and other private or public service agencies.

The agencies and personnel work together to ensure the most successful program for each individual. Roles and responsibilities are clearly delineated and redefined on an ongoing basis to ensure a successful program. The Transition Program is one step in a lifelong process. After the initial planning and training have been completed, specific guidelines for program maintenance, monitoring, and change are developed for the student. Program input is provided from the individual and all responsible agencies.

Staff Assigned to Project

Director - 100%

The director has been in the field 15 years, seven of which were spent in his current position. He has a Master's in rehabilitation.

Transitional Project Specialist - 100%

The transitional project specialist has 11 years experience in the field, two years in his current position. He has a Ph.D., special education credentials, and administrative credentials.

Independent Living Skills/Transition Trainer - 100%

The independent living skills/transition trainer has 10 years in the field and three years in her current position. She has a Master's degree and teaching credential.

Adult Services Model - 100%

The adult services model has eight years experience in the field, and has been in her current position for two years. She has a Master's degree and teaching credential.

Vocational Evaluator - 100%

The vocational evaluator has been in the field for eight years and in his current position for six years. He has a Master's degree in rehabilitation.

Career Assessment and Placement Center's Operating Budget

Income	FY 1985/86	1986-1987
State of California - Master Plan for Special Education	$ 940,279	996,434
Whittier Union High School District - General Funds	26,494	25,254
State of California - Department of Special Education, Project Work Ability	40,000	47,368
	FY 1985-1986	1986-1987
U.S. Department of Education - Office of Special Education and Rehabilitation Services, Handicapped Transition Project	198,943	130,751
OSERS - Deaf-Blind		23,467
OSERS - Supported Employment		73,554

State of California -			
Department of Rehabilitation	(approx.)	8,000	7,700
Department of Vocational Education			3,000
Department of Rehabilitation - Supported Employment			19,590
Eastern Los Angeles Regional Center for the Developmentally Disabled	(approx.)	43,000	102,156
TOTAL INCOME		$1,256,716	1,429,274

Expenses

Salaries	$ 772,640	949,211
Fringe Benefits	206,505	221,128
Instructional Materials and Supplies	9,039	16,522
Office Materials and Supplies	2,606	7,173
Travel and Conference	24,800	25,449
Consultants/Contracts	142,618	104,675
Transportation of Students/Clients	40,962	24,709
Equipment	3,750	4,669
Indirect Costs	53,796	55,964
TOTAL EXPENSES	$1,256,716	1,409,500

Examples of how the 10% handicapped setasides were used in 1985-1986

The funds were used to provide instructional aides for special education students in vocational education classes and to purchase computer software.

Number of Special Education Students Served

Number of special education students served by this project (unduplicated count)

1985-1986	1986-1987
807	850

Number of students served through the transition training and independent living skills program

The goal of this program is to provide students with a practical application of skills and social behaviors outside of the classroom in order to maximize their independent functioning in personal, vocational, and community environments.

The Transition Training/Independent Living Skills Program includes instruction to individual students, the Severely Handicapped Transition Program, the Learning Handicapped Transition Program, and the Adult Service Model/Supported Employment Program. All program components have expanded during the last year. The Independent Living Skills staff provided consultative services and/or supplemental, community-based instruction on community awareness, consumer skills, acceptable social behavior, and independent travel for 21 students enrolled in severely handicapped classes.

The Severely Handicapped (SH) Transition Program increased from 10 students served in 1984/85 to 36 students in 1985/86. Twenty-nine students were in group vocational training sites and seven were in individual vocational training sites. Training sites included Mission Linen, Taco Bell, Whittier College, Captain Andy's Restaurant, Eastman Kodak, Friendly Hills Bowl, Jones Chevrolet, Hoyt Automotive, Santa Fe High School, Sierra Education Center, and Whittier Medical Center.

The curriculum of the SH Transition Program covers the following skill domains: Vocational, Domestic, Recreation/Leisure, and Community/Consumer. Four students have graduated from this program to the Adult Service Model/Supported Employment Program. Two students are on individual training sites at different Taco Bell's and two are in group training at Friendly Hills Bowl. There were 42 students enrolled in this program during the 1986/87 school year. At this time, one student is employed at Eastman Kodak, and another at Taco Bell.

The Learning Handicapped (LH) Transition Program increased from 11 students in 1984/85 to 20 students in 1985/86. Five students graduated from the program. One graduate is employed at each of the following: Foremost Maintenance Supplies, Scientific Atlanta, Hilton Inn, and Whittier College. One chose not to work. Four students dropped from the program during the year. One went to work and one chose to return to regular high school. Eleven students were in vocational training programs at Doctor's Convalescent Hospital, Presbyterian Intercommunity Hospital, Sako's Sandwich Shop, personal landscaping, DowneyPaint, Ole's Hardware, Trolley Shop Restaurant, Taco Bell, and Carl's Junior. To begin the 1986 school year, 20 students were enrolled in the LH Transition Program.

The per student costs in 1985/86 for the Severely Handicapped (SH) and Learning Handicapped (LH) Transition Programs were $5,031 and $2,991 respectively.

Meeting the Perkins Act Mandates That Apply to Special Education Students

Mandate One: Notification

The eight school districts served by the Career Assessment and Placement Center are notified through various meetings and printed materials describing the support services for career education and vocational education. Orientation training is given to all special education students.

Mandate Two: Assessment

The Career Assessment and Placement Center has a two room vocational evaluation center with tests, work stations, and computer based assessment approaches. The Center has a mobile trailer that travels to the high schools and middle schools within the cooperating districts to provide exploration and assessment opportunities for the students.

The Assessment Center, as well as instructional and program staff, evaluates the student/clients' interest, abilities, strengths, and weaknesses. One or more job sites are identified to complete situational assessments.

Mandate Three: Special Services

The Career Assessment and Placement Center believes the student/clients need vocational training in the real world. Students and clients do not generalize from special vocational centers to the world of work. The Center provides training in the community.

Mandate Four: Guidance, Counseling and Career Development

The Center has one Psychologist/Vocational Counselor, three Vocational Counselors, and two Work Adjustment Specialists who provide guidance, counseling, and career development activities. The staff at the Career Assessment and Placement Center meet strict credential standards due to school district requirements.

Mandate Five: Counseling for Transition

The students/clients have Individualized Education Plans (IEPs) and Individualized Transition Plans (ITPs). The Career Assessment and Placement Center has the following transition programs: Severely Handicapped Transition Program, Learning Handicapped Transition Program (see Exhibit), Severely Emotionally Disturbed Transition Program, Deaf/Blind Transition Program, and Supported Employment Program. Each student/client has a Transition Plan.

Mandate Six: Equal Access

The Career Assessment and Placement Center utilizes community services as often as possible to maximize student/clients' opportunities for training and integration. The services utilized are the Regional Occupational Training programs (ROT), Adult Education, Rio Hondo Community College, Computer-Vocational Education Programs and others.

Mandate Seven: Least Restrictive Environment

The Whittier Area Cooperative Special Education Program is the host for the Career Assessment and Placement Center. The Whittier Area Cooperative integrates handicapped students on campuses with nonhandicapped, age-appropriate peers to the maximum amount possible. For adult clients, the Center addresses the normal environment on a job site to assure social and community integration. Program evaluation occurs through IEP/ITP's and year end surveys.

Mandate Eight: Vocational Education/Special Education Coordination

The special education program shares planning and projects with the vocational education division. The persons responsible for coordination depend on the specific campus programs. The timeline is ongoing.

Evidence of the Project's Effectiveness

Students' Performance While in School

Method/frequency of measurement

The Individual Education Plans, Individual Transition Plans, and/or Individual Program Plans are analyzed. Students' progress is reviewed quarterly and semi-annually.

Overall 9th-12th Grade School Drop-out Rate

1985-1986
7%

Post School Status of Former Students

Methods used to follow up former special education students

The Job Development/Placement office conducts systematic follow-along and follow-up.

Third Party Evaluation Results

Program evaluation results were conducted by the following:

1. University of Illinois - Transition Project,
2. San Diego State University - Project Work,
3. Bill Benn - Consultant, Long Beach, California,
4. California State University, Los Angeles.

Additional Information

The following information was obtained from material submitted to VSC in the spring of 1987:

1. A Discipline Plan including rules and consequences for first and second offenses is implemented at the Career Assessment and Placement Center. (See Exhibit 19.)

2. A detailed Emergency Procedures for Community Participation is utilized by CAPC programs. (See Exhibit 20.)

3. A sample of the Career Assessment and Placement Center newsletter that is published quarterly describes CAPC activities, community job placements and related resources. (See Exhibit 21.)

Considerations for Those Wishing to Replicate this Project

Dissemination Manuals were to be completed December, 1987. Staff will consider local, state and national dissemination and site visits.

EXHIBIT 14

WHITTIER UNION HIGH SCHOOL DISTRICT
Whittier, California

CAREER ASSESSMENT AND PLACEMENT CENTER

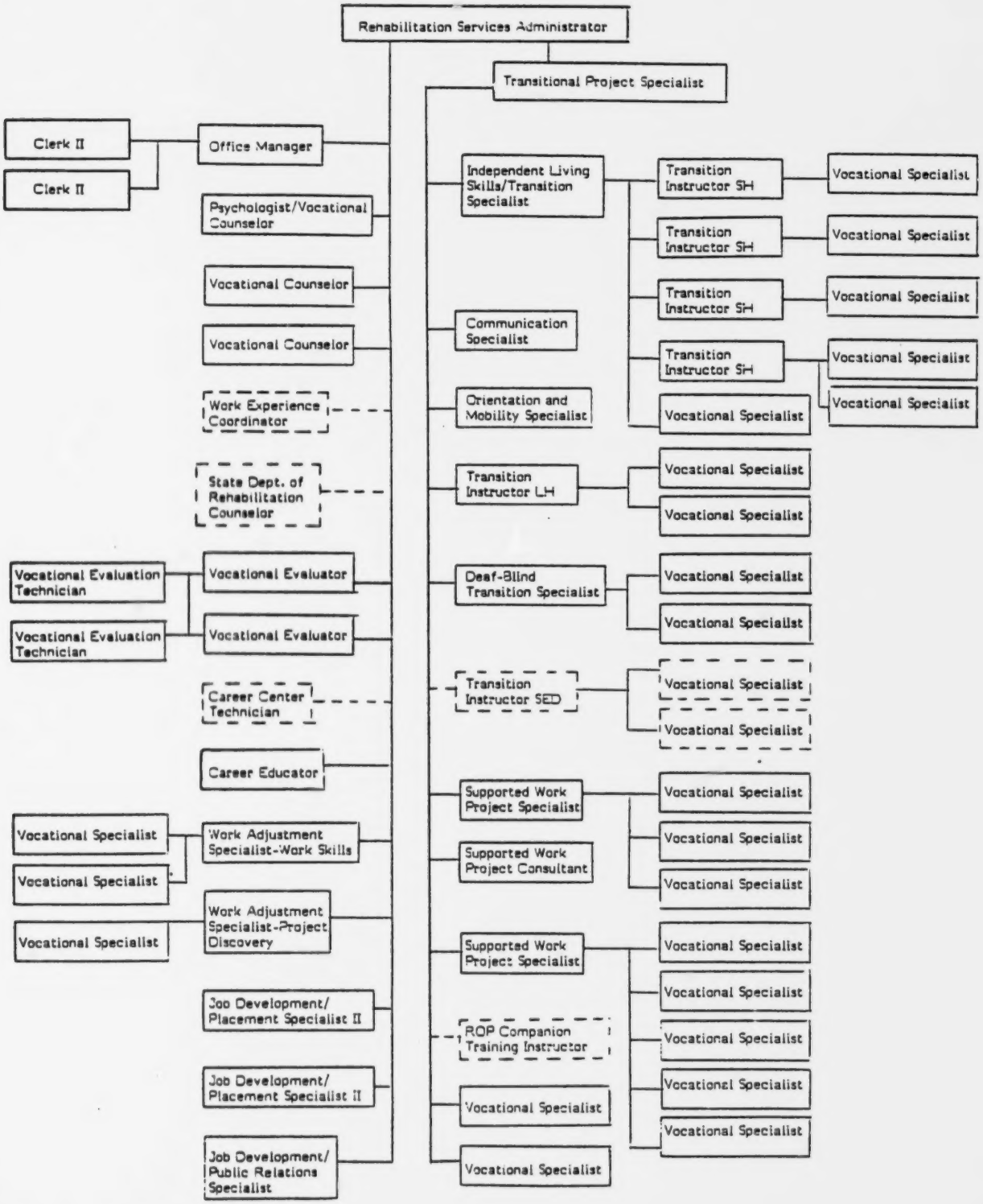


EXHIBIT 15

Project Discovery
Program Description

Introduction

Many students make unrealistic choices of vocational courses, work experience opportunities and, ultimately, career selection because they lack self-awareness regarding their interests and abilities, have no experience base from which to make decisions and rely on family, peer, or television-induced fantasy rather than experience. Occupational information systems provide variety but lack realism. Work-study programs offer realism but lack variety and usually exclude special education and junior high age students. Project Discovery provides variety and realism and allows students to base career decisions on experience and self-awareness regarding their abilities and interests.

Project Discovery Will Meet the Need to:

1. Allow students to explore a wide variety of occupations without leaving the school;

2. Provide realism in the safety of the classroom;

3. Allow students the opportunity to discover their skill potential, likes/dislikes, abilities and inabilities;

4. Find the opportunity to succeed in a variety of occupational tasks using real world tools and materials;

5. Develop realistic career alternatives consistent with their interests and abilities;

6. Provide exposure to nontraditional occupations for both male and female students;

7. Reduce frustration - Project Discovery activities begin with simple tasks and gradually increase in complexity; frustration will be reduced and the need for increased motivation in school will be met.

Project Discovery's Operations

1. Project Discovery operates within the WUHSD and WACSEP, covering 7-8 schools per year with an average stay of 4-5 weeks on each campus.

2. A trained Vocational Technician provides instruction and guidance to a variety of special education students, most of whom are learning disabled. Some severely handicapped students have received services, but these have been limited. Career education classes and English as a Second Language students also have been programmed into our unit.

3. Last year, we served over 200 students and averaged approximately 29 students per school. We currently have 30 separate units of study.

4. Instruction is limited to a maximum of 4 students per period of classroom instruction. If additional students are sent, an aide or teacher must accompany them. This protects our concept of individualized instruction.

Conclusion

Project Discovery provides a unique experience in basic vocational skills. Students work at structured tasks using a variety of tools, equipment, and materials and, through these experiences, often discover areas of vocational interest in which to concentrate further training. We feel that Project Discovery is a valuable component to our Career Assessment and Placement Center program.

EXHIBIT 16

Mobility Training

Contact Person

Independent Living Skills Instructor (213) 698-8121, extension 314 is the contact person.

Purpose of Service

Mobility Training provides one-to-one instruction in independent travel within the community, with an emphasis on street component recognition, pedestrian skills, use of public transportation and appropriate social behaviors, leading to integrated community independence for vocational, social, educational, and recreational purposes.

Target Population

The target population is Developmentally Disabled individuals, sixteen years of age or older, residing in the greater Whittier area.

Admission Criteria

In general, a client referred for Mobility Training should:

1. Be nondestructive to self, others, and surrounding environments,
2. Have basic self-care skills,
3. Be independently mobile,
4. Have some mode of communication,
5. Have the potential for developing independent travel skills,
6. Have the total support of parent(s)/guardian(s) to participate, fully in all facets of this training program.

Referral Process

The referral source should complete a Mobility Training/Skill Training Referral Form and submit it to the Career Assessment and Placement Center, along with copies of the following:

1. Previous mobility training reports,
2. Most recent Annual Review,
3. Social/behavioral history/report,
4. Psychological assessment reports, if available,
5. General medical exam,
6. Medical specialist reports, if available,
7. "Parental Support Agreement" signed by parent(s)/guardian(s).

Intake Process

Upon receipt of the referral form and other pertinent information, the client is contacted and an intake interview with the Independent Living Skills Instructor and the parent(s)/guardian(s) is scheduled. Regional Center counselors are invited to attend the initial intake interview. During the interview, a mobility program is developed and a starting date established. If not in attendance, the referral source is notified by telephone of the starting date and training program specifics and is required to send an authorization for services to the Career Assessment and Placement Center prior to the established starting date.

Average Length of Program

Program duration will depend on the client's previous history of mobility training:

1. Clients who have had previous independent mobility training and are being retrained or trained to self-transport to a new destination will be in the program an average of one to two weeks, requiring a minimum of 5 hours of training with 2 hours of follow-up (shadowing to assure that the skills are mastered).

2. Clients who have had no previous independent mobility training will be in the program an average of 2-4 weeks, requiring a minimum of 15 hours of training with 2 hours of follow-up (shadowing to assure that the skills are mastered).

Mobility Training is terminated when:

1. The Mobility Training objectives are met

   or

2. Sufficient progress on the Mobility Training objectives is not being made due to lack of participation or inability to benefit from the training.

Methods

The Independent Living Skills Instructor designs, supervises, and directs each individually prescribed Mobility Training program. Trained Independent Living Skills Vocational Specialists implement the programs in a one-to-one training design.

EXHIBIT 16, contd.

Progress Measurements and Reporting Procedures

At the start of Mobility Training, baseline data is gathered in four areas: 1) knowledge of street components; 2) pedestrian skills; 3) bus riding components;

and 4) behavioral variables. The same checklists are used at the conclusion of Mobility Training as a method of reporting skill acquisition and current functioning levels. Within 2 days of the completion of the Mobility Training, the referral source is notified by telephone. A written report comprised of pre- and post-test checklists, along with a narrative summation of skills and behavioral variables, is sent to the referral source within 2 weeks of the completion of the Mobility Training.

Cost

The cost of providing Mobility Training is $12.84/client/hour direct instruction.

EXHIBIT 16, contd.

Transition Community Data

Student Name _____
Destination _____
Mode of Transportation _____

Task _____
Observer _____

Key

I=Independent
B=Assistance needed due to behavior
S=Assistance needed due to skill deficit

Rating	Date
Dress/grooming appropriately	
Has I.D./$/Materials	
Leaves home/school on time	
Walks to work/bus stop safely/appropriately	
Locates work/bus stop	
Waits for bus appropriately	
Boards correct bus	
Functions on bus ($, seating, behavior)	
Locates stop/departs	
Walks safely to destination	
Locates destination	

EXHIBIT 16, contd.

	Rating	Date
Initiates task		
Performs task		
Completes task/cleans up		
Leaves on time		

GENERAL EVALUATION

Key

+=Excellent
x=No Problem
-=Problem
0=Severe Problem

	Rating	Date
Independence		
Peer Relations		
Social Interaction		
Attitude		
Appearance		
Cooperative		
Initiative		
Endurance		

EXHIBIT 16, contd.

GENERAL EVALUATION, contd.	Rating	Date
Pride		
Honesty		
Follows Directions		
Rate		
Quality		

EXHIBIT 17

Personal Calling Card

Side 1

EMERGENCY

Please Call:

698-8121, Ext. _____

Student's Name:

_____

Side 2

I am in a travel training program with the Whittier Union High School District.

I may need assistance to dial the emergency numbers.

Thank you.

I am a community trainer for individuals with disabilities. If you have questions or concerns regarding the program please call:

Whittier Union H.S. District
Career Assessment and Placement Center

(213) 698-8121, Ext. 307

EXHIBIT 18

Learning Handicapped Transition Class

Introductory Letter

The Career Assessment and Placement Center will continue to operate an LH Transition class. The purpose of this class is to serve as a transition from the school environment to a community/vocational/work environment. The students will be in the classroom part of the day and spend the remainder of their day in direct vocational programs (vocational education classes, ROP classes, community on-the-job training, employment, etc.). The focus of the classroom time will be on vocational preparation (career awareness, job seeking/keeping skills, and functional academic skills as related to vocational and independent living skills. Many of these skills will be taught in the community where all variables cannot be controlled, thus providing "real-life" opportunities for learning.

The eligibility criteria for someone to enter the class are:

1. Must be at least a senior in high school (the 5th year student is most successful),

2. Must be enrolled in or eligible for special education,

3. Must have the potential and interest for vocational success,

4. Must be motivated to grow academically, socially, and vocationally - not merely unwelcome on the high school campus.

The student must make a commitment to the intent and activities of the Transition class

The obvious and most successful student is one between the ages of 16 and 22, has completed 4 years of high school and all of the academic courses he/she is going to complete, is not yet "job ready," and meets the above listed criteria.

The LH Transition class student will be programmed into his/her home school's special education class, but will be based at the Sierra Education Center in the LH Transition class. Those students that complete graduation requirements while participating in the LH Transition class will graduate from their home school. Students can be referred to the LH Transition class through a District EAS, with the case being presented by the School Psychologist, and may be attended by the Vocational Counselor, Program Specialist, Special Education teacher, student and parent(s).

We hope that this brief explanation of the LH Transition class clarifies some of the questions you may have had. Please keep in mind that this is still a new concept and there will be more changes as the program continues to grow. We hope that such a transitional program will provide a relevant and appropriate educational experience.

If you have any questions at this time, please call us.

EXHIBIT 19

Career Assessment and Placement Center Discipline Plan

1. **RULE:** CARRYING WEAPONS OR OTHER INSTRUMENTS CAPABLE OF INFLICTING PHYSICAL VIOLENCE IS STRICTLY PROHIBITED ON CAMPUS OR COMMUNITY WORK SITES (UNLESS REQUIRED IN WORK TRAINING OR EMPLOYMENT).

   Consequences:

   1st Offense: The student will be arrested and recommended for expulsion.

2. **RULE:** FIGHTING WILL NOT BE PERMITTED AT ANY TIME, ON CAMPUS OR AT COMMUNITY SITES.

   Consequences:

   1st Offense: Students involved will be suspended (for a maximum of 5 days) and a parent conference required.

   2nd Offense: Student may be transferred to another school in the Whittier Union High School District or returned to home school.

3. **RULE:** ASSAULT AND/OR BATTERY WILL NOT BE PERMITTED ON CAMPUS OR AT ANY COMMUNITY SITE.

   Consequences:

   1st Offense: The student will be arrested, suspended, a parent conference required, and may be returned to home school or transferred to another school in the Whittier Union High School District, and/or recommended for expulsion.

4. **RULE:** DISRESPECT (PROFANITY, VULGARITY, OBSCENITIES, DISOBEDIENCE, LYING, THREATS AND/OR FORGERY) WILL NOT BE TOLERATED AT ANY TIME AT SCHOOL OR AT COMMUNITY SITES.

   Consequences:

   1st Offense: The student will be suspended, counseled, and the parent notified.

   2nd Offense: The student will be suspended, counseled, and a parent conference required.

   3rd Offense: The student may be transferred to home school or be transferred to another school in the Whittier Union High School District and/or recommended for expulsion.

5. **RULE:** STUDENTS ARE NOT PERMITTED TO DEFACE, DAMAGE, DESTROY OR STEAL SCHOOL OR PERSONAL PROPERTY.

Consequences:

1st Offense: The parents and/or sheriff will be notified and the student will be required to replace or repair.

2nd Offense: The student may be transferred to home school or be transferred to another school in the Whittier Union High School District.

6. **RULE:** DUE TO THE POSSIBILITY OF THEFT, INJURY TO STUDENTS AND UNNECESSARY DISTURBANCES, SKATEBOARDS, SKATES, RADIOS, TAPE RECORDERS AND FRISBEES ARE NOT ALLOWED ON CAMPUS AT ANYTIME WITHOUT A TEACHER'S WRITTEN PERMISSION. THE SCHOOL WILL NOT ASSUME ANY LIABILITY FOR DAMAGE, LOSS OR THEFT OF ANY INAPPROPRIATE ITEMS BROUGHT TO SCHOOL.

Consequences:

1st Offense: The above items will be confiscated and released to student at the end of the school day.

2nd Offense: The above items will be confiscated and released only to parent.

7. **RULE:** THE USE, POSSESSION, OR BUYING, SELLING OR BEING UNDER THE INFLUENCE OF NARCOTICS, MARIJUANA, ALCOHOLIC BEVERAGES, OR ANY OTHER CONTROLLED SUBSTANCES INCLUDING "LOOK-ALIKES" WILL NOT BE PERMITTED ON CAMPUS OR COMMUNITY SITE DURING SCHOOL HOURS.

Consequences:

1st Offense: The student will be arrested, suspended and a parent conference required. Student may be transferred to home school or another school in the Whittier Union High School District, and counseling required for student to remain in program.

2nd Offense: The student will be arrested, suspended and recommended for expulsion.

EXHIBIT 20

Emergency Procedures for Community Participation

The following procedures have been established in an effort to maximize the students' participation in the community and minimize the risks. These procedures concern both the students' and the teachers' responsibilities. In the Transition Program, the Program Coordinator is the primary contact person - both in the classroom and community - for situations involving lost, sick, injured, or behavioral problem students. It is the responsibility of the classroom teacher to instruct each student in correct emergency procedures and stranger awareness.

Travel in the community requires that all students must carry:

Wallet with card holders
Emergency card with 20 cents
Money for activity
DMV identification
Home emergency information
Regional Transportation Department (RTD) monthly pass
RTD handicapped identification
RTD bus route card
Schedule card
Medical alerts

Emergency materials for staff:

Student/client schedules
Telephone numbers
Bus schedules
Beeper numbers and procedures (in office)
Personal identification
District identification
Program description card

Office will have file with the following information for each student/client:

Student photograph
Date of birth
Social Security #
Height
Weight
Hair color
Eye color
Nationality
Communication mode
Schedule
Address
Telephone #

EXHIBIT 20, contd.

Home contact person
Emergency telephone #, person to contact
Other relevant information

Student emergency procedure training issues:

Stranger training - emergency procedures:

Expresses own name (verbally or nonverbally)
Expresses own address
Expresses own telephone number
Recognizes functional words/signs
Makes decisions independently
Knows where/whom to seek help from
Telephone skills
Carries emergency money at all times
Carries emergency identification at all times (state, school, medical, etc.)
Application and use of money in appropriate settings
Follow directions in various settings from various people
Follow rules of safety and conduct in different settings
Recognizes emergency (lost, hurt, sick)
Express need for help
Interacts appropriately with people in various settings

The following procedures should be followed in emergency situations when the student is in the community accompanied by an instructor. In an emergency situation, when the student is unaccompanied by an instructor, natural and logical consequences will result.

If a student becomes lost:

Telephone the Coordinator at the Career Assessment and Placement Center (CAPC) and follow their instructions.

When receiving a phone call from a student/client who is lost, be sure to get his/her location. He/she may need to spell the name of the streets or stores near them or ask someone else to come to the phone and help. Stress that they do not hang up until you are confident you know where they are - no matter how long it takes. Also, get the number of the phone from which the student is calling.

Coordinator will secure the following information from various services (e.g., employer, parent, trainer, peers, etc.):

Retrieve the student/client schedule

Verify the last place the student/client was seen

Verify the student/client's departure time and how the client/ student was going

Identify what clothing and special items the client/student had on and with them

Notify auxiliary staff (secretaries, district switchboard operators, etc.)

Based on above information, Coordinator will determine whether to direct a community search or notify the Regional Transportation Department.

Regional Transportation Department Search

Have the bus schedule, anticipated starting and completion point, and time schedule before calling the Regional Transportation Department for assistance.

When calling the Regional Transportation Department notify Mrs. Langly at 972-6235. Describe client/student's disability, give age, height, weight, behaviors, language, etc. Give them the anticipated route number and schedule.

Give the Regional Transportation Department the telephone number and extension to get in touch with you. Someone must be at this number at all times.

Community Search

The Coordinator will facilitate the following:

Drive the bus route between stop the student would embark and stop where student should disembark

Check places in area that student is familiar with and may have utilized in past (e.g., restaurants, parks, stores)

Drive entire bus route

Check with others who may have seen the individual in the area (employers, regulars on bus, peers, etc.)

Coordinator must determine, on an individual situation, specific basis at which point the parents should be notified.

After unsuccessful community/Regional Transportation Department search, Coordinator should notify administration at Whittier Union High School District and Whittier Area Cooperative Special Education Program (WACSEP). At this time an administrator will notify either the Whittier Police Department of Norwalk Sheriff's Department.

MEDICAL EMERGENCIES

Define how sick the student/client is (is this possibly an avoidance behavior).

Identify any physical characteristics that will validate the individual is sick:

1. Temperature,
2. Perspiring,
3. Chills,
4. Vomiting,
5. Diarrhea.

Call Coordinator to determine option (continue with program, send home, seek medical assistance, etc.).

Coordinator must inform significant others to be effected by changes (e.g., employer, other trainers, parents).

INJURED STUDENTS

If a student/client becomes injured while in training:

1. Determine the student/client's medical situation.

2. Provide necessary first aid. Send a designated person to call paramedics for medical assistance. Do not leave student, if at all possible.

3. Call CAPC Coordinator or have someone who is helping you call. Use your community trainer identification so the person will have the necessary information.

4. Coordinator will make further calls, transport student, etc.

5. Once the injury is under control or the paramedics are involved, you need to start the documentation process. Everything needs to be documented for liability and insurance.

SEIZURES

Assist the student/client to the ground.

Turn them on their side.

Clear the area (move objects student may hurt themselves on).

DO NOT put anything in their mouth.

You may want to put a cover on the person.

One needs to be aware of the student/client who is seizure prone to know how long the seizures last. One should know if there has been a problem with medication and one must know the medication the student/client is on - the paramedics must know. IF the seizure continues more than normal or more than ten minutes, have someone call the paramedics and CAPC Coordinator. DO NOT leave the student/client.

Keep track of the time/length of the seizure.

Following the seizure, assess the student/client's physical ability. Coordinator and staff will decide to have the student/client continue in program or to be removed from programming for rest.

The CAPC Coordinator will call the family and arrange for the family to pick up the student/client or to have the student/client taken home.

A seizure report must be completed.

SEVERE ACTING OUT

Use program description card.

Contain student as much as possible without risking injury.

Obtain assistance to call CAPC Coordinator (possible police) and help with other students.

MISCELLANEOUS ISSUES

1. After 4:30 emergencies,
2. Spanish speaking parents/caretakers,
3. Weekends and nonschool times,
4. Family emergency,
5. Nonemergency problems (no bus money, toileting, refusing to work).

Staff to be trained and involved in emergency procedures:

1. Coordinator,
2. Instructors,
3. Technicians/Specialists,
4. Secretaries,
5. Employers,
6. Peers,
7. Family members.
8. Police and Sheriffs,
9. Regional Transportation Department staff and security,
10. Community members/merchants,
11. Switchboard operators.

EXHIBIT 21

BOTTOMLINE . . . NETWORKING

FROM THE EDITOR . . .

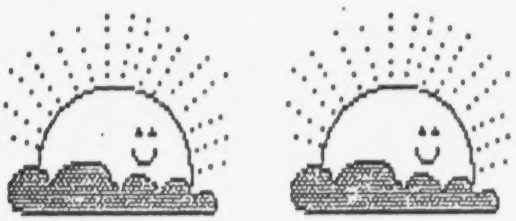
The school year is quickly coming to an end, and summer vacation is not far away.

To our readers, and the Career Assessment and Placement Center staff who have the summer off, we wish you a wonderful and prosperous summer.

The Career Assessment and Placement Center offices will remain open throughout the summer, Monday through Friday, 7:30 a.m. to 4:30 p.m. Bevond the Bottomline will resume publication in the fall.

Have a great summer!

Ann M. Garten



Need a Summer Job or Employee?

Just a reminder that Job Club will be operating again this summer, Monday through Thursday at the Career Assessment and Placement Center's office. If you have students who want to earn some money over the summer, or you would like to hire someone for the summer, call the Center's Placement Office at 698-8121, extension 315.

Staff Changes

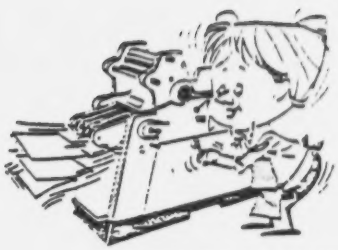
As we come to the close of another school year, the Career Assessment and Placement Center has some staff changes occurring. First, we welcome Stephanie Cobb, new Job Development/Placement Specialist with CAPC. We also have two new Vocational Specialists; Steve Randall and Ernesto Acosta, welcome to both of you.

Secondly, we are saying good bye to two long-time staff members. Robbie Low, Vocational Counselor and Ed Vanderhoven, Work Adjustment Specialist are both retiring at the end of this school year. We wish them both much success and happiness in their retirement. We will miss both of their faces and wonderful stories.

We also say goodbye to Brian McElmeel, who has gone on to work for a private rehabilitation agency. We wish him success in his new job.

Whittier Union High School District Students Attend Career Awareness Day

The Career Assessment and Placement Center took over twenty-five students to the Orange County Department of Education's "Career Awareness Day" at the Anaheim Convention Center on March 18, 1987. The day consisted of workshops, demonstrations, and a job fair designed to help create awareness of employment and training opportunities available to persons who are disabled.



HOT OFF THE PRESS

About Your Social Security

Victor Ramirez, district manager for the Whittier Social Security Office, announced that Chris Caldwell has been appointed as field representative. She will serve the Whittier/Norwalk area including the cities of Pico Rivera, La Mirada, Los Nietos, Santa Fe Springs, Cerritos, Artesia, and La Habra Heights. Chris' major responsiblilties are to educate the general public about the benefits of Social Security, and to visit individuals (in their homes, hospitals or convalescent homes) who are unable to transact their official Social Security business at their local Social Security offices, or by telephone.

She presents informal talks and workshops with community organizations, senior citizens clubs, employee groups, and other groups in the community desiring information about Social Security. These get-togethers provide a forum for the exchange of information, and an opportunity for large segments of the population to be informed about Social Security and all of its changes without having to visit a Social Security office.

Chris is bilingual, and will make presentations in Spanish or English as desired by the particular audience.

Any community organization, club, or other group which would like to be addressed about Social Security in general, can contact Chris at the Whittier Social Security office at (213) 693-4821. Inquiries about individual Social Security concerns can be answered at (818) 575-6963 for the Whittier area, and (213) 632-5741 for the Norwalk area.

Employability Skills for Everyone

Model General Occupational/Employability Skills is a guide identifying generic employability skills that can be used in a number of ways: as a checklist to determine whether existing curricula include instruction in the identified areas; as the basis for infusing the competencies into both academic and vocational classes; or as the foundation for a separate course in employability skills. Superintendents of each secondary district were provided a copy of the guide in Spring, 1986. The guide has been, and will continue to be, presented at statewide vocational education conferences and workshops. A copy of the guide may be obtained from VOICE or from Jim Allison, Directory, Career-Vocational Preparation Division, State Department of Education, 721 Capitol Mall, Sacramento, California, 95814.

"Mainstream"
Winter, 1987

Marilyn Moats Kennedy, founder and managing partner of Career Strategies in Evanston, Illinois, writes about how important it is for employment candidates to develop intelligent, probing questions of their own to ask during the close of a job interview so they will get the information they need to make an informed decision. Candidates need information on the following points: 1) What tasks are involved in the job? 2) What is the career path in this job? Or, what is the next move for the person who is successful in the job for which you are being interviewed? 3) How will your job performance be evaluated? 4) What is the style of the organization and what are its values? Kennedy offers the following 10 questions a candidate might ask an interviewer to obtain the necessary information.

1) How would you describe a typical day on the job?
2) When was my predecessor promoted?
3) What kind of training can I expect in the first three months?
4) What specific goals or experience would help someone do well in this job?
5) Do most managers have advanced degrees? If so, which ones?
6) When will the first job performance evaluation take place?
7) To whom would I report?
8) Will I have a change to meet people who will be my co-workers?
9) Would I be assigned to a specific department or rotate throughout the organization?
10) Does the company anticipate changing the current structure soon?

Vocational Counseling Summary
November, 1986

EXHIBIT 21, contd.

SPOTLIGHT ON TRANSITION PROGRAM

Over the past two years, approximately fifty students have participated in the Career Assessment and Placement Center's Transition Program for students who are severely handicapped at the Sierra campus and in the community. The individuals participate in a job, recreation and leisure activities, and domestic skill training. Evidence has shown that if students are given age-appropriate experiences in natural environments with non-disabled peers, skills and self-esteem increase, resulting in a decrease in problem behaviors. Approximately eight students in the SH Program at the Career Assessment and Placement Center present severe behavioral challenges. Most of these individuals have been successfully managed by program efforts of the SH Transition staff and support of Jackie Leigh, Psychologist/Behavior Specialist with the Whittier Area Cooperative Special Education Program (WACSEP). However, three students have presented behavioral challenges requiring much more structure and control than regular programming provides.

Through a cooperative effort of the Whittier Union High School District's Transition staff and WACSEP support staff, an Intensive intervention team approach has been used to attempt to modify destructive, self-abusive, and aggressive behaviors of these three students. For one student, team efforts have resulted in a 33-66% decrease (see graph that follows) in aggression, property destruction, running away, and verbal abuse. This has enabled the student to continue participation in a work site, a recreation program, and general community functioning. This student, who was literally carried, screaming, from the Sierra quad two years ago, now responds to regular supervision and indirect supervision, maintaining self-control in most settings.

For the other two students, intervention teams began working in late April to decrease self-abusive, aggressive, and destructive behaviors. Intervention teams are comprised of the teacher and vocational specialists with support from the SH Transition staff, Communication Specialist, WACSEP Psychologist, and overall support by the Career Assessment and Placement Center. Team members have been trained in the use of specific positive behavioral interventions, and in the Management of Assaultive Behavior (MAB). MAB training prepares staff members to respond professionally and safely to assaultive behaviors and includes use of evasive self-defense, physical escorts, and physical containment. The emphasis of programming is to teach new skills, decrease maladaptive behaviors by rewarding more appropriate behaviors and teach self-control.

Through the use of intensive intervention teams, students who are at risk of losing community placements and public school placements often have one last chance to make it. Personal and professional commitment on the part of team members make the chances for success quite high.

The Career Assessment and Placement Center wishes to thank Jackie Leigh (WACSEP), and the SH Transition and other CAPC support staff for their cooperative efforts, often above and beyond those typically expected. Without your efforts, we would not have the success stories we have today.

Jackie Leigh
Ann Garten
Richard Rosenberg

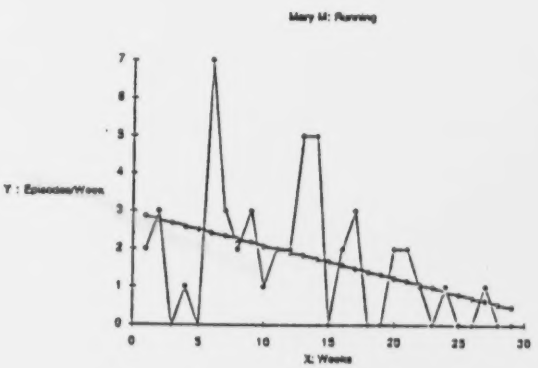


EXHIBIT 21, contd.

AREA BUSINESSES HONORED

Presbyterian Intercommunity Hospital was honored at the Career Assessment and Placement Center's annual Employer luncheon on Thursday, June 11, 1987. Presbyterian Intercommunity Hospital was presented with the 1987 "Employer of the Year" award for their participation in providing training and employment opportunities for people who are disabled.

Other businesses and individuals who have continuously supported the Career Assessment and Placement Center's training and employment programs for people who are disabled were also honored at the luncheon, and presented with certificates of appreciation. Congratulations and thank you to all honorees:

Alpha Beta Grocery
American Red Cross
Angel's Family Restaurant
Arf-Arf's Grooming
Baker's Square
Beverly Manor Convalescent Hospital
Boston Stores
Boy's and Girl's Club of Whittier
Burger King Restaurant
C & R Construction
Candlewood Country Club
CAP Estel Enterprises, 1942 Video Arcade
Captain Andy's Rivertowne Restaurant
Carl's Jr. Restaurant
Chief Auto Parts
Chris & Pitt's Restaurant
Cintas Corporation
City of La Mirada
City of Pico Rivera
City of Santa Fe Springs
City of Whittier
City of Norwalk
Clothestime, Inc.
Coast Electrical Agency
Collins Trim Shop
Crestwood Apartments
Del Taco Restaurant
California Dept. of Motor Vehicles
East Whittier YMCA
East Whittier City School District
Eastman Kodak Company
El Rancho Vista Convalescent Center
Fedco Industries
Friendly Hills Bowl
Curtis L. Gemmil, Attorney
Global Processing Company
Goodyear Tire Center
Handleman, Inc.
Hilton Hotel
Hinshaw's Department Store
Intercommunity Blind Center
International House of Pancakes
Jones Chevrolet
La Habra 300 Bowl
La Habra Villa
La Mirada Bike Shop
L.A. In-Home Supportive Services
Maddox Sales
McDonald's Restaurants
Montgomery Ward & Co.
Naugles Restaurant
Oxbow Electronics International
P.J.'s Appliance Service
Palmer's Pet Store
Pet Haven, Inc.
Pico Rivera Library
Pico-Downey Golden Age Convalescent Home
Polly's Tasty Foods & Pies
Posada Whittier Retirement Hotel
Putnam's Hallmark
Scotty's Family Restaurant
Richard Contreras Custodial Service
Sackett & Peters, Inc.
Sako's Sandwich Shop
Sal's Print Service
Santa Fe Springs Mall
Scientific Atlanta Corp.
Shepherd of the Hills Preschool
Sierra Fasteners Inc.
Sir Speedy Print Shop
Sizzler Restaurant
St. Theresa's Convalescent Hospital
Stolo Cabinets
Taco Bell Restaurants
The Wherehouse
Trustor's Security Service
Vagabond Inn
Wendy's Restaurants
Western Syrup Co.
Whittier Care Center
WACSEP
Whittier College
Whittier Museum
Whittier Union High School District

beyond the bottomline . . . April-May-June,1987

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EXHIBIT 21, contd.

1986-87 CAPC JOB PLACEMENTS

During this past school year, the Career Assessment and Placement Center has assisted individuals who are disabled in finding a job. The following is a listing of the types of employment individuals received due to job placements and for work trainings that led to employment:

INDUSTRY	POSITION
Distribution Center	Food Service
Fast Food	Hostess, Food Preparation, Custodian, Dish Washer, Crew Trainer, Hostess, Cashier
Photography Studio	Color Printer
Warehouse	Warehouse Worker
Hospital	Food Service, Housekeeping
Construction Company	Carpenter Assistant
Security Service	Mail Room Clerk
Senior Home	Companion Care
Feed Store	Stock Person
Restaurant	Dishwasher, Bus Person, Custodian
Cabinet Shop	Delivery, Carpenter Assistant
Retirement Home	Food Preparation, Grounds Keeper, Custodian
Warehouse	Warehouse Worker
Museum	Custodian
Rubber Manufacturer	Custodian
Grocery Store	Cashier, Stock Person
Bolt Manufacturer	Packaging
Restaurant	Bus Person, Custodian
Distribution Company	Warehouse Worker, Packaging
Amusement Park	Custodial
Department Store	Clerk, Stock Person
High School	Food Preparation, Custodial
Trash Company	Trash Collector
Service Station	Attendant
Ice Cream Store	Clerk
City	Grounds Keeper
Mall	Custodian
Security Company	Security Guard

beyond the bottomline . . . April-May-June, 1987

EXHIBIT 21, contd.

C A P C H A P P E N I N G S

Meetings and Conferences Attended/Hosted

- ROP Companion Care Advisory Committee
- CAPC Business Advisory Committee
- State Project Work Ability-Sacramento
- Community Network
- Dept. of Rehab. Supported Employment-Long Beach
- Project Work Ability Regional-Bell Gardens
- CA Supported Employment Training Committee-San Francisco
- CSULB Vocational Education Project Advisory Board-Long Beach
- Rehab. Continuing Education Program's Annual Wage/Hour Update Trng.
- Employment Trng. Specialists Intensive Training

Presentations On CAPC's Model Program Were Made To The Following

- Council for Exceptional Children Annual Conference-Chicago
- Severe and Multiple Handicaps: Alternative Futures Conference-Edmonton, Alberta, Canada
- American Assoc. on Mental Deficiency Annual Conference, LA
- Whittier Chamber of Commerce Education Subcommittee
- WACSEP Reflection Conference
- Matrix Research Institute's Supported Employment Workshop
- L.A. Council of Administrators in Special Education
- CA Education Transition Ctr.'s Research Fair
- Assoc. for the Education and Rehabilitation of the Blind and Visually Impaired

Individuals Who Visited/Toured CAPC's Model Program Represented The Following

- Ventura County Dept. of Education
- Long Beach Unifed School District
- CalState University, Los Angeles
- East Los Angeles Regional Center
- Pasadena Unified School District
- Irvine Unified School District
- Torrance Unified School District
- AZ State School for the Deaf-Blind
- L.A. County Schools (Valley View)
- CA Dept. of Rehabilitation-El Monte
- CA Dept. of Rehabilitation-Los Angeles
- Valley Light Industries
- Antioch University
- Community Rehabilitation Industries
- Orange Co. Assoc. for Retarded Citizens
- Harbor Foundation
- Therapeutic Residential Center

Requested Information On CAPC's Program Was Mailed To The Following

- Contra Costa County Office of Special Education-Brentwood, CA
- Jay Nolan Center-Canyon Country
- San Jose State Univ., Dept. of Sp. Ed.
- Special Ed. Teacher-Kamloops, BC
- Wm. Roper Hull Home, Calgary, Alberta, Canada
- University of Southern Mississippi
- Wood Co. Alternative Education-Parkersburg, WV
- Counselor for the Blind, Atlanta, GA
- West High School-Denver, CO
- Western Arkansas Education Service Cooperative-Brach, AR
- VOICE-Sacramento

B E Y O N D T H E B O T T O M L I N E . . .

EDITOR . . . . . ANN GARTEN

PRODUCTION . . . . . JILL KERL

The Career Assessment and Placement Center is a joint effort of the Whittier Union High School District and the Whittier Area Cooperative Special Education Program (WACSEP) in collaboration with the several community agencies. Individuals with mild to severe disabilities may receive career education, vocational counseling and evaluation, work adjustment and preparation, independent living skills instruction, orientation and mobility instruction, job placement services, transition services to adult life and assistance with supported or competitive employment.

For more information on the Center's total program services contact:
Dan Hulbert, Rehabilitation Services Administrator
Career Assessment and Placement Center
9401 South Painter Avenue
Whittier, CA 90605
(213) 698-3121

Monthly Publication
NO. XLV

SPECIAL NEEDS SUPPORT PROGRAM

Location:
Clarion County Area Vocational-
Technical School
R.D. #2
Shippenville, PA 16254-8928
(814) 226-4391

Contact Person:
Donna L. Bish
Clarion County Area
Vocational-Technical School
R.D. #2
Shippenville, PA 16254
(814) 226-4391

Background Information

Objectives

The Special Needs Support Program has five goals with specific objectives for completing each goal. The five goals are:

1. The Special Needs Support Program assesses, places and evaluates special needs students in vocational programs.

2. The Special Needs Support Program modifies and/or adapts curriculum and/or equipment in order to meet the special needs of these students within the vocational program.

3. The Special Needs Support Program provides direction for students to complete a successful adaptation within the least restrictive environment.

4. The Special Needs Support Program conducts inservice sessions and conferences with both vocational and academic personnel about vocational education for special needs students.

5. The Special Needs Support Program cooperates with outside agencies, community based organizations, and other vocational training operations in order to provide more effective services.

Key Features

The Special Needs Support Program features a ten-step vocational assessment process which culminates with the development of the vocational component of the IEP.

Profile of Local Service Area

Clarion County, Pennsylvania is a rural area with clusters of small towns. The county seat, Clarion, is the largest town. Its population is 10,000. The largest industry is a glass plant that employs 1000 people. The job market is comprised of small, family-owned businesses and farming. The majority of students come from homes where the parents are either unemployed or work at low-paying jobs. The average income per family is $10,700 per year.

Staff Assigned to Project

Project Director - 100%

The project director has 14 years experience in the field and has been in her present position five years. Her credentials include Bachelor's and Master's degrees in special education and a PA Cooperative Education Certificate. She is presently enrolled in the doctoral program with emphasis in special needs vocational education.

Vocational Guidance Coordinator - 100%

The vocational guidance coordinator has 15 years experience in the field and 12 years in the current position. The guidance counselor's credentials include a Bachelor's degree in psychology, a Master's degree in guidance and vocational education certification in carpentry.

Paraprofessional - 100%

The paraprofessional has five years experience in the field, all in his current position.

Paraprofessional - 100%

A second paraprofessional is expected to be hired in the areas of building construction occupations and welding.

Financial Data

	1985-1986	1986-1987	1987-1988
PL 98-524 10% handicapped setaside:	$ 10,238.00	$ 11,740.00	$ 11,571.00
PL 98-524 22% disadvantaged setaside:	7,136.00	14,395.00	$ 10,169.00
Local funds:	6,030.00	8,110.00	$ 9,552.00
TOTALS	$ 23,404.00	$ 34,245.00	$ 31,292.00

Examples of how the 10% setasides were used in 1985-1986

Monies were used to supplement the salary for the special needs coordinator at the vocational-technical school.

Examples of how the 10% setasides were used in 1986-1987

Monies were used to supplement the coordinator's salary and pay for two part-time paraprofessionals to work directly with the students in vocational programs.

Examples of how the 10% setasides were used in 1987-1988

These funds paid part of the coordinator's salary, and the salaries of three paraprofessionals to work directly with students in three vocational programs.

Number of Special Education Students Served

	1985-1986		1986-1987		1987-1988 (estimate)	
	*	**	*	**	*	**
Mildly Mentally Retarded	9	4	11	4	16	2
Moderate/Severely Retarded	1	0	0	0	1	1
Learning Disabled	22	11	28	13	36	13
Orthopedically Impaired	0	0	0	0	1	0
Visually Handicapped	0	1	1	0	1	0
Hard of Hearing	0	1	1	0	3	1
Socially/Emotionally Disturbed					1	1
TOTAL SERVED BY THIS PROJECT	32	17	41	17	59	18

* Participating districts
** Tuition districts

Total number of special education students served through this project by grade (unduplicated count)

Grade	1985-1986 *	1985-1986 **	1986-1987 *	1986-1987 **
8	42	35	44	38
9	48	34	42	35
10	11	10	17	9
11	8	6	16	4
12	9	5	8	4

Estimated number of special education students served who also received assistance from ancillary agencies within the community

1986-1987 *	1986-1987 **	1987-1988 *	1987-1988 **	Agency
41	17	59	18	State/Federal Vocational Rehabilitation Program
8	4	16	4	Job Service
8	4	16	4	JTPA funded program
1	0	1	1	Social Security Administration (SSI, SSDI)

* Participating districts
** Tuition districts

Total number of vocational education courses completed by special education students served through this project

	1985-1986 Year Long	1986-1987 Year Long
Industrial/Technology Education	14	12
Cooperative Vocational Education	10	8

Meeting the Perkins Act Mandates That Apply to Special Education Students

Mandate One: Notification

During the spring semester of each school year, all eighth grade students and their parents or guardians receive an informational brochure. The vocational guidance coordinator gathers the mailing information from all seven school districts and directs this mailing.

Mandate Two: Assessment

Each school year, the special needs coordinator completes the vocational assessment process according to the following schedule.

1. During October, interest assessment and data collection are completed at each home school. (See Exhibits 23, 24, 25, 26 and 27.)

2. During November and December, students are transported to the vocational-technical school for the work sample assessment.

3. During January, multidisciplinary team recommendation conferences take place.

4. During February through May, student selections are made by the special needs coordinator and the vocational guidance coordinator based on the data collected. As each selection is made, the vocational component is completed by the vocational instructor and the special needs coordinator.

Vocational Assessment Process

During the 1985-86 school year, the Clarion County Area Vocational-Technical School was selected by Indiana University of Pennsylvania as the development site for a pilot support services assistance center. As a result, the following vocational assessment process was developed. This process is an integral part of the Special Needs Support Program.

The vocational assessment process involves several steps and follows the special needs student from the initial notification during the eighth grade through the completion of a vocational education program. The results of this process provide:

1. Validation of proper placement in a vocational education program,

2. Better understanding of the student's needs and aptitudes,

3. Identification of appropriate teaching and learning strategies which can be incorporated by the vocational instructor, the paraprofessional, and the coordinator,

4. Identification of vocational skills along with the need for any modification and/or adaptation of the vocational program.

The steps within the vocational assessment process are as follows:

Step	Time Frame
1. Notification of programs	(eighth grade),
2. Interest assessment	(ninth grade or above),
3. MDT conference - if required	(ninth grade or above),
4. Parent Interview	(ninth grade or above),
5. Teacher Referral: Special Education Regular Education	(ninth grade or above),
6. Student Interview	(ninth grade or above),
7. Parent Notice	(ninth grade or above),
8. Parent Permission	(ninth grade or above),
9. Work Samples	(ninth grade or above),
10. MDT Recommendation, if required	(ninth grade or above).

Explanation of Steps

1. NOTIFICATION OF PROGRAMS. The Clarion County Area Vocational-Technical School acts as the representative agency for all seven school districts and the local intermediate unit in Clarion County by providing information to all special needs students and their parents or guardians about the vocational education opportunities available. This information is mailed to all eighth grade students and their parents by the Vo-Tech School.

2. INTEREST ASSESSMENT. The vocational interests of the special needs students are measured by using one of two commercially prepared instruments:

   a) The Career Assessment Survey Exploration (CASE), published by the American Assessment Corporation, Gardendale, AL (1983).

   b) The Reading-Free Vocational Interest Inventory, published by Elbern Publications, Columbus, OH (1981).

   Students complete these inventories either at the Vo-Tech school or at the home school prior to finishing the remaining portion of the vocational assessment process.

3. MDT CONFERENCE, if required. Those special needs students who qualify for an Individualized Education Program are also required to receive a multi-disciplinary team conference. The special needs coordinator is part of this team. The Psycho-Educational Profile for Special Needs Students (Exhibits 22 and 23) is completed by the school psychologists who are or have recently been involved with the student's educational evaluation.

4. PARENT INTERVIEW. The parent interview is an optional part of the vocational assessment. However, it should be completed whenever possible. For those students who require an IEP conference, the parent interview can be completed at this time. The form for gathering this data is found in Exhibit 24.

5. TEACHER REFERRAL. This step provides different forms for data collection depending upon the teachers involved with the student and the extent of the student's special needs. One (Exhibit 25) is designed for completion by the special education teacher. It requests more specific information which is usually collected as part of the special education process. Another is designed for completion by the regular education teacher. Others (Exhibits 26 and 27) are completed by the special education teacher whose students require more specific special education involvement.

6. STUDENT INTERVIEW. The student is interviewed by the special needs coordinator at the home school prior to the work sample the portion of the vocational assessment. The form found in Exhibit 28 is used to gather this data. By completing the student interview at the home school, the coordinator has the opportunity to confer with academic personnel associated with the student.

7. PARENT NOTICE. This form is sent to the parent for notification purposes prior to the work sample portion of the assessment process.

8. PARENT PERMISSION. This form is sent to the parents along with the Parent Notice prior to the work sample portion of the assessment. If the parent permission is not received, the special needs student does not proceed with the work sample portion of the assessment process.

9. WORK SAMPLE. The vocational instructors at Clarion County Area Vocational-Technical School have developed work samples as part of the assessment process. These work samples cover eleven different vocational areas:

   a) Auto Mechanics,
   b) Building Construction Occupations - Carpentry,
   c) Building Construction Occupations - Electrical,
   d) Building Construction Occupations - Plumbing,
   e) Cosmetology,
   f) Diesel Mechanics,
   g) Food Service,
   h) Health Assistant,
   i) Marketing and Retailing,
   j) Materials Distribution Management,
   k) Welding.

   From the interest inventory and interview data, work samples are selected by the special needs coordinator for completion by the special needs student. The student is then transported to the Vo-Tech school where he completes the work sample under the direction of the vocational instructor. Results of the work sample are used to determine the final decision in the assessment process.

10. MDT RECOMMENDATION. For those special needs students who require an IEP, the MDT Recommendation Form for Handicapped Students in Vocational Education (Exhibit 29) is completed as the final step in the vocational assessment process. This information is used by the vocational instructor and the special needs coordinator when writing the vocational component of the IEP.

Mandate Three: Special Services

From data collected during the vocational assessment process, the special needs coordinator and the vocational instructor develop the vocational component of the Individualized Education Plan.

Vocational Component of the IEP

The Special Needs Support Program recognizes that each student involved with the program requires individual attention. Those students requiring Individualized Educational Programs receive vocational components that are attached to their home school IEPs. Because the Clarion County Area Vocational-Technical School is a half-day program, with the academic requirements being completed by the home school programs, a complete IEP is not required.

This support program also recognizes a demonstrated difference between the adaptation and the modification of a vocational program. When a vocational program is adapted to fit the special needs of a student, all vocational competencies within the regular program are required of the student. However, the strategies necessary for learning those competencies may be altered to fit the student's special needs. When the vocational component of the IEP is developed, it will reflect these needs through short-term objectives, such as:

1. Discuss vocational adjustment problems.
2. Review academic processes.
3. Organize vocational theory.
4. Review vocational theory.
5. Organize study skills.
6. Review practical skills in the vocational program.
7. Organize and review test material.
8. Use taped information for study.
9. Complete verbal testing.
10. Review practical skills with the paraprofessional.
11. Organize and review theory with the paraprofessional.
12. Discuss career options.

When the special needs of a student require a modification of the vocational program, the vocational instructor and the special needs coordinator will identify those competencies within the vocational program which will be required of the student. The IEP will reflect only those required competencies along with any strategies necessary in order to master those competencies.

Special Services

The Special Needs Support Program recognizes the need for professional involvement with the vocational instructors in order to educate them about the special needs of their students. This is accomplished through scheduled conference time between the special needs coordinator and the vocational instructor. The amount of time needed is based on the numbers of special needs students assigned to the vocational program, and on the severity of those students' special needs. Each school year, a conference schedule is developed which reflects these numbers and needs.

A record of the special needs coordinator's professional involvement with each instructor and student is outlined in a nine-week report. This report lists each student along with the student's vocational program, level of involvement, school district, grade, letter grades for theory, practical skills, daily performance, and total home school grade. A numerical code is used to identify which responsibilities were performed by the coordinator during that grading period. A copy of this report is supplied to the school director, the vocational guidance coordinator, and the professional advisory committee. (See Exhibit 30.)

For those special needs students who work with a paraprofessional in a modified program, a progress report is completed by the paraprofessional and mailed home to the parents or guardians at the end of each grading period.

Mandate Four: Guidance, Counseling and Career Development

The Special Needs Support Program works closely with the vocational guidance program at Clarion County AVTS in order to provide professionally trained counseling for special needs students. If a special needs student needs professional counseling, the special needs coordinator refers that student to the vocational guidance coordinator and provides necessary information about the situation.

Mandate Five: Counseling for Transition

The special needs coordinator communicates with representatives of all community-based organizations the Bureau of Employment Security, the Social Security office, the office for the Job Training Partnership Act, and the Office of Vocational Rehabilitation. This keeps all parties aware of options after graduation in order to help students make better transitions from school to work.

Vocational Guidance

The Special Needs Support Program works closely with the vocational guidance program at the Vo-Tech school in order to provide professional counseling for the special needs students. If a special needs student is in need of professional counseling, the special needs coordinator will refer that student to the vocational guidance coordinator, and provide necessary information about the situation.

Guidance in Transition

The Special Needs Support Program recognizes the need for continuous communication between the Vo-Tech program and the postsecondary options available to the special needs student. Therefore, the special needs coordinator communicates with representatives of all relevant community-based organizations, the Bureau of Employment Security, the Social Security office, the office for the Job Training Partnership Act, and the Office of Vocational Rehabilitation.

One part of this process is the early identification forms used with the Office of Vocational Rehabilitation. (See Exhibit 31.) These forms are sent to all special education teachers at the home schools. The teachers complete and return them to the special needs coordinator's office. The coordinator forwards the forms to the Office of Vocational Rehabilitation. There the student can be processed for eligibility prior to graduation. This helps to make the student's transition process more continuous.

Mandate Six: Equal Access

Beginning with the eighth grade notification process, all programs are made available to all students without discrimination.

Mandate Seven: Least Restrictive Environment

The vocational assessment process provides much information that is used to determine the student's placement within the least restrictive environment. This information is used to determine if an Individualized Education Plan is needed, decide what vocational areas are to be adapted and/or modified, and determine how the adaptations and/or modifications should be constructed.

Mandate Eight: Vocational/Special Education Coordination

The Special Needs Support Program maintains contact with all appropriate special education and vocational education personnel in order to coordinate the student's vocational education plan. Direct communication between the home school special education teachers and the vocational instructors is encouraged. Visitation programs are periodically arranged whereby the special education teachers visit the Clarion County AVTS and the vocational instructors visit the home schools.

Evidence of Project's Effectiveness

Student's Performance While in School

All students are graded with their peers. The staff use nine week reports, and progress reports are sent to the parents at the mid-point of each grading period.

During 1985-1986, 45 students completed the school year with a minimum overall average of C or above. Four students received an overall average of D and returned during the 1986-1987 school year to repeat the instruction. During 1986-1987, 53 students completed the school year with a minimum overall average of C or above. Five students received an overall average of D and will return during the 1987-1988 school year to repeat the instruction.

Number of special education students served by this project who

	1985-1986	1986-1987
Graduated	14	12
Dropped vocational education classes, but stayed in school	0	0
Dropped out of school entirely	0	2

Post school status of former special education students enrolled in this project

Status	1985-1986	1986-1987
Competitive employment 35 hrs/wk or more	13	11
Enrolled in vocational technical institute	1	1

Methods used to follow up former special education students

The special needs coordinator completes a follow-up study of all former graduates during the final grading period of each school year.

The culminating service provided within the transition process is the follow-up questionnaire is sent to all graduate special needs students during the final grading period of the school year. (See Exhibit 32.) The steps in this follow-up process are:

1. Send cover letter and questionnaire with postage paid envelope.
2. Send follow-up letter when necessary.
3. Send thank-you reminder cards when necessary.

4. Contact by telephone those who have still not responded and try to obtain data by telephone. Use the questionnaire as a guide for the interview.

5. Compile data.

6. Present report to school administration.

7. Prepare and release printed report to all school personnel.

Additional Information

December 10, 1987

Dear Mr. Gugerty:

This letter is to convey a very special "thank you" for identifying our Special Needs Support Program as exemplary in your project, Profiles of Success. As a result of this award, our program has received funding for a new proposal which now enables us to employ three paraprofessionals full-time in our vocational programs to work with special needs students.

This award has been influential in convincing our local school districts to give us additional funding which provides the 50% match monies required by the Carl Perkins Act. These local dollars were also increased in order to keep another paraprofessional at full-time status. Thus, we now have four paraprofessionals working with our special needs students in five of our nine vocational programs - thanks to your award. We hope to increase that number for next year.

Our state and local administrators were impressed with the fact that our program was first compared to other programs across the nation and then considered to be exemplary. Thank you again for your award. It has helped our dreams come true.

Sincerely,

Mrs. Donna L. Bish, Coordinator
Special Needs
Vocational Education

Considerations for Those Wishing to Replicate This Project

Administrative

The coordinator must have a strong background in both special education and vocational education and have a good rapport with the vocational instructors.

Staffing

Choose paraprofessionals who have a good working knowledge of the vocational program. Consider hiring recently retired individuals.

Project Initiation Procedures

Work closely with the vocational consultant from the State Department of Education.

Technical Assistance Available

Type

The Special Needs Coordinator makes presentations and consults during the summer months as well as during the public school year with appropriate schedule arrangements. Mail and telephone inquiries are welcome.

Cost

Those requesting assistance should expect to pay staff expenses plus a negotiable honorarium.

Instructional/Staff Development Materials

Type

1. A Special Needs Support Program Manual is available.

2. Work Samples Manuals are also available in the following areas:

    a) Auto Mechanics,
    b) Diesel Mechanics,
    c) Welding,
    d) Cosmetology,
    e) Food Service,
    f) Health Assistant,
    g) Marketing and Retailing,
    h) Materials Distribution,
    i) Management and Building Construction,
    j) Occupations,
    k) Electrical,

l) Plumbing,
m) Carpentry.

Cost

There is a minimal charge for each publication in order to cover printing and mailing costs.

Ordering Procedures

Send a letter of inquiry to:

Mrs. Donna L. Bish, Coordinator
Clarion County Area Vocational Technical School
R.D. #2 Route 66
Shippenville, PA 16254

Exhibit 22

Psycho-Educational Profile
for Special Needs Students

Student ID # _____

Student Name _____ Social Security # _____

Address _____ Phone # _____

School _____ Sex _____ Birth Date _____

Assessment Information

ACHIEVEMENT
TEST _____

Date of Test _____ CA _____

READING
Grade Level _____

Strengths _____

Weaknesses _____

MATH
Grade Level _____

Strengths _____

Weaknesses _____

WRITTEN EXPRESSION
Grade Level _____

Strengths _____

Weaknesses _____

INTELLIGENCE TEST _____

Date of Test _____ CA _____

Verbal IQ _____ Performance IQ _____

Full Scale IQ _____

Subtest Description

_____

_____

ACHIEVEMENT
TEST _____

Date of Test _____ CA _____

READING
Grade Level _____

Strengths _____

Weaknesses _____

MATH
Grade Level _____

Strengths _____

Weaknesses _____

WRITTEN EXPRESSION
Grade Level _____

Strengths _____

Weaknesses _____

VISUAL MOTOR _____

Assessment _____

Date of Test _____ CA _____

Developmental Age _____

EXHIBIT 22, contd.

Motivational Cues

List effective reinforcers for this student (e.g., verbal approval, verbal disapproval, teacher/peer reinforcement, concrete rewards, grades, free time, etc.).

_____

_____

List ineffective reinforcers.

_____

_____

Communication

Place an X in front of the word(s) that best describe this student.

1. SPEECH-VOLUME _____ soft _____ moderate _____ loud

2. SPEECH-UNDERSTANDABILITY _____ good _____ poor _____ covers mouth with hand
   _____ low volume _____ has speech impediment

3. GENERAL REACTION TO ONE-TO-ONE SITUATION _____ relaxed
   _____ somewhat tense _____ nervous

4. RELEVANCE OF RESPONSES _____ pertinent to questions
   _____ unrelated to questions _____ initially pertinent, then rambles

5. INITIATIVE _____ initiates conversation _____ responds to leader
   _____ answers briefly to questions

6. GENERAL ATTITUDE _____ polite _____ sullen _____ outgoing
   _____ shy _____ cooperative _____ uncooperative
   _____ apathetic _____ apparently motivated

Comments

EXHIBIT 23

Swassing-Barbe Checklist of Observable Modality Strength Characteristics

Area Observed	Visual	Auditory	Kinesthetic
Learning Style	___ Learns by seeing, watching demonstrations	___ Learns through verbal instructions from others or self	___ Learns by doing; direct involvement
Reading	___ Likes description; sometimes stops reading to stare into space and imagine scene; intense concentration	___ Enjoys dialogue, plays; avoids lengthy description, unaware of illustrations; moves lips or subvocalizes	___ Prefers stories where action occurs early; fidgets when reading, handles books; not an avid reader
Spelling	___ Recognizes words by sight; relies on configuration of words	___ Uses a phonics approach; has auditory word attack skills	___ Often is a poor speller; writes words to determine if they "feel" right
Handwriting	___ Tends to be good, particularly when young; spacing and size are good; appearance is important	___ Has more difficulty learning in initial stages; tends to write lightly; says strokes when writing	___ Good initially; deteriorates when space becomes smaller; pushes harder on writing instrument
Memory	___ Remembers faces, forgets names; writes things down, takes notes	___ Remembers names, forgets faces; remembers by auditory repetition	___ Remembers best what was done, not what was seen or talked about
Imagery	___ Vivid imagination; thinks in pictures, visualizes in detail	___ Subvocalizes, thinks in sounds; details less important	___ Imagery not important, images that do occur are accompanied by movement
Distractibility	___ Generally unaware of sounds; distracted by visual disorder or movement	___ Easily distracted by sounds	___ Not attentive to visual, auditory presentation so seems distractible
Problem Solving	___ Deliberate; plans in advance; organizes thoughts by writing them, lists problems	___ Talks problems out, tries solutions verbally, subvocally; talks self through problem	___ Attacks problems physically; impulsive; often selects solution involving greatest activity
Response to Periods of Inactivity	___ Stares; doodles; finds something to watch	___ Hums; talks to self or to others	___ Fidgets; finds reasons to move; holds up hand
Response to New Situations	___ Looks around; examines structure	___ Talks about situation, pros and cons, what to do	___ Tries things out; touches, feels; manipulates

EXHIBIT 23, contd.

Emotionality	___ Somewhat repressed; stares when angry; cries easily, beams when happy; facial expression is a good index of emotion	___ Shouts with joy or anger; blows up verbally but soon calms down; expresses emotion verbally and through changes in tone, volume, pitch of voice	___ Jumps for joy; hugs, tugs, and pulls when happy; stamps, jumps, and pounds when angry, stamps off, general body tone is a good index of emotion
Communication	___ Quiet; does not talk at length; becomes impatient when extensive listening is required; may use words clumsily; describes without embellishment; uses words such as see, look, etc.	___ Enjoys listening but cannot want to talk; descriptions are long but repetitive; likes hearing self and others talk; uses words such as listen, hear, etc.	___ Gestures when speaking; does not listen well; stands close when speaking or listening; quickly loses interest in detailed verbal discourse; uses words such as get, take, etc.
Response to the Arts	___ Not particularly responsive to music; prefers the visual arts, tends not to voice appreciation of art of any kind, but can be deeply affected by visual displays; focuses on details and components rather than the work as a whole	___ Favors music; finds less appeal in visual art, but is readily able to discuss it; misses significant detail, but appreciates the work as a whole; is able to develop verbal association for all art forms; spends more time talking about pieces than looking at them	___ Responds to music by physical movement; prefers sculpture; touches statues and paintings; at exhibits stops only at those in which he or she can become physically involved; comments very little on any art form

Excerpted from TEACHING THROUGH MODALITY STRENGTHS: Concepts and Practices, by Walter B. Barbe, Ph.D., and Raymond H. Swassing, Ed.D. with Michael N. Milone, Jr. Ph.D. published by Zaner-Bloser, Inc. 612 N. Park St., Columbus, OH 43215

EXHIBIT 24

Parent Interview
Vocational Assessment

NAME OF STUDENT _____ DATE _____

SCHOOL _____ GRADE _____ BIRTHDAY _____

TEACHER(S) _____

NAME OF PARENT(S)/GUARDIAN(S) _____

ADDRESS _____ PHONE _____

FATHER'S OCCUPATION _____ MOTHER'S OCCUPATION _____

Expectations

1. What do you see your child doing after high school? (Check answers)

   _____ College
   _____ Military Service
   _____ Trade School
   _____ Employment - Type of Job
   _____
   _____ Other _____

2. What kind of job or work does your child seem interested in at this time?

   _____

3. Has your child had any previous work training? (Training under parent, relative, friend, paid employment, JTPA work)

   _____

4. What job skills would you like your child to learn in school?

   _____

5. What does your child like to do most when he/she is not working or going to school?

   _____

6. Are there vocational education courses you want your child to take while he/she is in school?

   _____

7. Are you aware of any behaviors that might interfere with your child's getting and holding a job?

   _____

EXHIBIT 24, contd.

Student's Attitude

Check the phrase which describes your child best.

	Always	Most of the Time	Sometimes	Never
Dependable	_____	_____	_____	_____
On time for appointments	_____	_____	_____	_____
Patient	_____	_____	_____	_____
Completes task	_____	_____	_____	_____
Well-groomed	_____	_____	_____	_____
Likes to work with others	_____	_____	_____	_____
Likes to work alone	_____	_____	_____	_____
Likes to learn something new	_____	_____	_____	_____
Does daily chores/ Handles responsibilities at home	_____	_____	_____	_____

EXHIBIT 25

Teacher Referral for Vocational Assessment

Student Name _____ Date _____

Teacher Name _____ School _____

Student Grade Level _____ Sex _____ Age _____

Academic Information

ACHIEVEMENT TEST _____

Date of Test _____ CA _____

READING
Grade Level _____

Strengths _____

Weaknesses _____

MATH
Grade Level _____

Strengths _____

Weaknesses _____

WRITTEN EXPRESSION
Grade Level _____

Strengths _____

Weaknesses _____

ACHIEVEMENT TEST _____

Date of Test _____ CA _____

READING
Grade Level _____

Strengths _____

Weaknesses _____

MATH
Grade Level _____

Strengths _____

Weaknesses _____

WRITTEN EXPRESSION
Grade Level _____

Strengths _____

Weaknesses _____

Motivational Cues (from teacher observation)

List effective reinforcers for this student (e.g., verbal approval, verbal disapproval, teacher/peer reinforcement, concrete rewards, grades, free time, etc.).

_____

_____

List ineffective reinforcers.

_____

_____

Communication

Place an X in front of the word(s) that best describe this student.

Speech

Volume

_____ soft
_____ moderate
_____ loud

Understandability

_____ good
_____ poor
_____ covers mouth with hand
_____ low volume
_____ has speech impediment

General reaction to one-to-one situation

_____ relaxed
_____ somewhat tense
_____ nervous

Relevance of responses

_____ pertinent to questions
_____ unrelated to questions
_____ initially pertinent, then rambles

Initiative

_____ initiates conversation
_____ responds to leader
_____ answers briefly to questions

General attitude

_____ polite
_____ sullen
_____ outgoing
_____ shy
_____ cooperative
_____ uncooperative
_____ apathetic
_____ apparently motivated

Comments

EXHIBIT 26

Prevocational Behavioral Checklist

	Improvement Needed		
	MUCH	SOME	NO
Job Skills			
1. Quality. This student's work does not have to be done over and is done in an acceptable manner.	___	___	___
2. Quantity. Completes maximum amount of assigned work within a given time period.	___	___	___
3. Ability to perform with supervision. Dependable, follows directions well, sticks to work until complete.	___	___	___
4. Ability to perform without supervision. Same as above except without supervision.	___	___	___
Personal Characteristics			
1. Appearance. Cleanliness of body, clothing, shoes; appropriate grooming - hair, make-up, shave, etc.	___	___	___
2. Personal habits and manners. Appropriate use of manners, does not interrupt others, does not use loud or profane language.	___	___	___
3. Attitude. Shows interest and enthusiasm for an assigned task, accepts direction, demonstrates a sense of loyalty.	___	___	___
4. Industriousness. Demonstrates interest, initiative, and enthusiasm, stays on task.	___	___	___
5. Effort. Works to the best of ability, applies self to a task at hand, is cooperative.	___	___	___
6. Self-criticism. Realistically views own ability to do task, can see own shortcomings, makes effort to improve.	___	___	___
7. Criticism from others. Accepts realistic criticism from peers and supervisors, attempts to improve.	___	___	___
8. Self-concept. Feels good about self, realistic about personal strengths and weaknesses, self-confident.	___	___	___

EXHIBIT 26, contd.

	Improvement Needed		
	MUCH	SOME	NO
Timing			
1. Punctuality. Arrives on time for class, from breaks, is on time for appointments.	___	___	___
2. Attendance. Has appropriate attendance record.	___	___	___
3. Mobility. Ability and willingness to get to work, capable of arranging own mode of transportation to and from job.	___	___	___
Interpersonal			
1. Social Skills - Personal. Pleasant, outgoing, friendly, has characteristics which help the student to more acceptable to fellow students.	___	___	___
2. Work Relationships. Ability to get along, fraternize, integrate, and converse with fellow students.	___	___	___
3. Supervisor/Teacher Relationships. Ability to converse and integrate with teacher on a respectful plane.	___	___	___
4. Cooperation/Attitude. Ability to work with others, recognizes necessity of cooperation.	___	___	___
5. Cooperation/Performance. Able to perform as a member of a team effort, works smoothly and cooperates with others.	___	___	___
6. General Activity Level. Degree of excitability, motion, tenseness obvious most of the time. Ability to control action within normal limits.	___	___	___
7. Calmness with Change. Ability to accept changes in situation without becoming upset, able to accept directions, reprimands, suggestions without losing temper, or showing emotional upset, or decrease in work production.	___	___	___
8. Attention. Always pays close attention to work and directions, ability to center attention toward the teacher or supervisor.	___	___	___

EXHIBIT 27

Living Skills Checklist

Student _____ Date _____ Completed by _____

A = Asset
L = Limitation
U = Unknown

	A	L	U
Personal Hygiene/Grooming			
1. Washes hands	___	___	___
2. Washes hair	___	___	___
3. Washes body	___	___	___
4. Uses deodorant	___	___	___
5. Combs/brushes hair	___	___	___
6. Brushes teeth	___	___	___
7. Shaves using razor (electric or straight edge)	___	___	___
8. Cleans/clips fingernails and toenails	___	___	___
9. (Female) handles feminine hygiene	___	___	___
10. Uses kleenex/handkerchief	___	___	___
11. Wears clean clothes	___	___	___
12. Wears clothes that fit and are in good repair	___	___	___
Housekeeping			
1. Dry mops/sweeps floor	___	___	___
2. Wet mops floor	___	___	___
3. Cleans bathroom	___	___	___
4. Washes dishes			
a) Uses sink	___	___	___
b) Uses dishwasher	___	___	___
5. Dries dishes	___	___	___

EXHIBIT 27, contd.

	A	L	U
6. Stores dishes/pans/utensils in proper place	___	___	___
7. Cleans counter/table	___	___	___
8. Disposes of garbage in garbage disposal or garbage container	___	___	___

Time

1. Distinguishes units of time			
a) Day/night	___	___	___
b) Morning/evening/afternoon	___	___	___
2. Distinguishes a.m./p.m.	___	___	___
3. Distinguishes workdays/non-workdays	___	___	___
4. Tells time by hour and 1/2 hour	___	___	___
5. Sets/uses alarm clock	___	___	___
6. Arrives on time: meals, work, appointments	___	___	___
7. Identifies date: day, month, year	___	___	___
8. Identifies number of days in week	___	___	___
9. Uses calendar	___	___	___
10. Estimates amount of time to do task			
a) Cleaning	___	___	___
b) Shopping	___	___	___
c) Cooking	___	___	___
d) Leisure activity	___	___	___
e) Shower/bath	___	___	___
f) Walk to mall	___	___	___

Numbers

1. Recognize numerals			
a) 0 to 12	___	___	___
b) Above 12	___	___	___

EXHIBIT 27, contd.

	A	L	U
2. Copies numerals			
a) 0 to 12	___	___	___
b) Above 12	___	___	___
3. Counts objects			
a) 0 to 12	___	___	___
b) Above 12	___	___	___
4. Uses calculator to add, subtract, multiply, divide	___	___	___
5. Uses measuring cups and spoons	___	___	___
6. Uses a ruler and tape measure	___	___	___
Writing			
1. Writes/copies full name in manuscript or cursive	___	___	___
2. Writes/copies			
a) Address	___	___	___
b) Social Security number	___	___	___
c) Telephone number	___	___	___
d) Date of birth	___	___	___
3. Writes/copies sentences/letters	___	___	___
4. Addresses envelope	___	___	___
5. Mails letter	___	___	___
6. Fills out job application	___	___	___
Money			
1. Gives correct coin amounts for			
a) Five cents	___	___	___
b) Ten cents	___	___	___
c) Fifteen cents	___	___	___
d) Twenty-five cents	___	___	___
e) Fifty cents	___	___	___

EXHIBIT 27, contd.

	A	L	U
2. Uses coins/coin combinations for			
a) Food at lunch time	___	___	___
b) Pop machine	___	___	___
c) Snack machine	___	___	___
d) Pay telephone	___	___	___
3. Identifies/gives correct bill(s) for			
a) One dollar	___	___	___
b) Five dollars	___	___	___
c) Ten dollars	___	___	___
4. Uses concept of more than/less than	___	___	___
5. Estimates cost of purchase	___	___	___
6. Uses checkbook	___	___	___
7. Carries own money/performs cash transactions/ Waits for change if necessary	___	___	___
Reading			
1. Reads own name	___	___	___
2. Reads important signs/functional words	___	___	___
3. Reads newspaper	___	___	___
a) Locates want ads	___	___	___
b) Uses want ads to find jobs	___	___	___
Personal/Social Skills			
1. Carries identification (ID)	___	___	___
2. Responds when spoken to	___	___	___
3. Communicates basic needs: verbally/ nonverbally	___	___	___
4. Communicates full name: verbally, using ID, written	___	___	___
5. Communicates address, phone number: verbally, using ID, written	___	___	___

EXHIBIT 27, contd.

		A	L	U
6.	Communicates school or place of work: verbally, using ID, written	___	___	___
7.	Uses others' names when interacting	___	___	___
8.	Uses please, thank you, etc.	___	___	___
9.	Expresses anger in acceptable manner	___	___	___
10.	Expresses fear in acceptable manner	___	___	___
11.	Expresses affection in acceptable manner: same sex, opposite sex	___	___	___
12.	Expresses dislike in acceptable manner	___	___	___
13.	Apologizes	___	___	___
14.	Initiates interactions with			
	a) Staff	___	___	___
	b) Peers	___	___	___
	c) Visitors	___	___	___
	d) Sales persons/waitresses	___	___	___
15.	Converses with			
	a) Staff	___	___	___
	b) Peers	___	___	___
	c) Visitors	___	___	___
16.	Uses telephone	___	___	___
17.	Practices acceptable manners as			
	a) Customer	___	___	___
	b) Guest	___	___	___
	c) Host	___	___	___
18.	Demonstrates a complying attitude			
	a) Follows directions from staff	___	___	___
	b) Follows activity schedule	___	___	___
	c) Performs duties	___	___	___
	d) Works on training objectives	___	___	___

EXHIBIT 27, contd.

	A	L	U
19. Demonstrates trustworthiness			
a) Conduct can be trusted in unsupervised situations	___	___	___
b) Tells the truth	___	___	___
c) Takes responsibility for personal actions and decisions	___	___	___
d) Asks permission to use others' possessions/ things	___	___	___
20. Accepts/adjusts to situations that are contrary to own will or desire	___	___	___
21. Abides by group decisions	___	___	___
22. Accepts/adjusts to staff changes	___	___	___
23. Accepts/adjusts to novel situations: visitors, schedule changes	___	___	___
24. Uses acceptable table manners	___	___	___
25. Engages in a passive activity: TV, radio, stereo, movie	___	___	___
26. Engages in solitary game	___	___	___
27. Engages in games with others	___	___	___
28. Engages in hobby/craft activity	___	___	___
29. Engages in active socializations with friends, family, groups, parties, members of opposite sex, social clubs	___	___	___

Food Preparation/Cooking

1. Identifies kitchen utensils/cookware: table knife, spoon, fork, can opener, turner/spatula, sharp knife, measuring cups/spoons, scrapper, soup ladle, pot holder/mit, hot pad, napkin, fry pan, saucepan, broiler pan, cake pan, pizza pan, cookie sheet, toaster	___	___	___
2. Identifies dishes: plate, cup, cereal bowl, soup bowl, mixing bowl, glass, cup, saucer, salt/pepper, sugar bowl, platter	___	___	___

EXHIBIT 27, contd.

	A	L	U
3. Identifies appliances, etc: stove, oven, refrigerator, dishwasher, cupboard, table, chair, sink, freezer	___	___	___

Mobility

1. Walks	___	___	___
2. Rides bicycle	___	___	___
3. Can travel to designated areas			
a) With supervision	___	___	___
b) Without supervision	___	___	___
4. Has driver's license	___	___	___
5. Identifies/reads street signs	___	___	___
6. Identifies/reads house numbers	___	___	___
7. Identifies appropriate places to go if lost: gas station, business place, home of another	___	___	___

Health/Safety

1. Treats simple health problems			
a) Cuts/scrapes	___	___	___
b) Slivers	___	___	___
c) Upset stomach	___	___	___
d) Cold	___	___	___
2. Contacts another for health problems more difficult to handle	___	___	___
3. Takes medication	___	___	___
4. Reports/handles seizures	___	___	___
5. Uses telephone to call in sick	___	___	___
6. Follows fire drill instructions	___	___	___

EXHIBIT 28

Student Interview
Vocational Assessment

Name _____ Date _____

Grade _____ Age _____ Address _____

Father's Occupation _____ Mother's Occupation _____

Number of Siblings _____

School Schedule

Period	Class	Room	Period	Class	Room
1	_____	___	6	_____	___
2	_____	___	7	_____	___
3	_____	___	8	_____	___
4	_____	___	9	_____	___
5	_____	___			

Attitude Toward Handicap

1. Do you have any sort of handicap? _____
2. Are you in a special education program? Which one? _____
3. How do you feel about being in this program? _____
4. How do your family and friends feel about it? _____

Interests and Activities

5. What do you do in your leisure time? Sports? Hobbies? Church Activities? _____
6. Do you have any jobs at home? What? _____
7. What jobs do you think you would like to do and be good at? Why? _____

_____

EXHIBIT 28, contd.

8. What job(s) do you really think you would not like? Why? _____

_____

Occupational and Career Awareness

9. What do employers look for when they hire someone? _____

_____

10. What would an employer like about you? Not like? _____

_____

11. Do you have any paid work experience? _____

Dates	Employer	Type	Reason for Leaving
_____	_____	_____	_____
_____	_____	_____	_____

12. Do you have any volunteer work experience, or experience with tools, equipment? _____

Work and Classroom Preferences

13. What are your favorite subject areas at your home school? Why? _____

_____

14. Are there any subject areas that you really dislike? Why? _____

_____

15. When working, do you mind becoming:

_____ Dusty or dirty

_____ Greasy

_____ Having the potential of minor burns

_____ Having the potential of minor electrical shocks

16. When working, do you like to work:

_____ Inside or outside

_____ Alone or with others

_____ Doing one specific task all of the time or doing a variety of tasks

_____ Move around or stay in one place

_____ Day, evening, or night shift

EXHIBIT 28, contd.

17. Do you plan to complete high school? If no, what are the alternatives that you have planned? _____

_____

18. What do you plan to do after you graduate?

_____ Get a job _____ Go into the armed services

_____ Continue your education

19. What do your parents want you to do for a living? _____

_____

20. Are they supportive of your plans? _____

21. Why are you interested in attending the vo-tech school? _____

_____

22. In which shop(s) are you interested? Why? _____

_____

EXHIBIT 29

MDT Recommendation Form for Handicapped Students in Vocational Programs

Student's Name _____ Parent/Guardian _____

School _____ Grade _____ Age _____ Teacher _____

Based on vocational interest and aptitude assessment data, this student is recommended for placement in the following vocational program area:

_____ Auto Mechanics

_____ Building Construction Occupations

_____ Cosmetology

_____ Diesel Mechanics

_____ Food Service

_____ Health Assistant

_____ Marketing and Retail Sales

_____ Materials Distribution Management

_____ Welding

Instructional Arrangements _____ Regular Program _____ Adapted Program

_____ Modified Program

Specific Instructor _____

Support Services Needed

Items checked are the programs or services necessary for the student to succeed in the program.

_____ Specialized vocational counseling

_____ Extended community involvement

_____ Use of teacher aides

_____ Tutorial services and assistance

_____ Integration of basic education and vocational subject matter

_____ Team teaching in vocational programs

_____ Curriculum modification (implementation, not development)

_____ Adaptations in the career/employment goals for the individual student

_____ Changes in the course of study in an individual student's program

EXHIBIT 29, contd.

_____ Changes in the way program accomplishments are reported

_____ Programmed and individualized instruction

_____ Special teachers

_____ Arrangements for transportation

_____ Specialized equipment

_____ Other (describe) _____

Modifications/adaptations necessary for student participation

_____ Changes in reading requirements

_____ Changes in listening requirements

_____ Changes in math requirements

_____ Changes in the method of instruction

_____ Changes in the pace of instruction

_____ Changes in the sequence of topics

_____ Changes in tools, equipment or machinery used in the classroom

_____ Changes in the classroom environment

_____ Changes in project or report requirements

_____ Changes in the way tests are given

_____ Other (describe) _____

_____	_____
Signature of School Psychologist	Signature of Instructor
_____	_____
Signature of Supervisor	Signature of Instructor

EXHIBIT 30

Special Needs Report

Support Responsibilities

1. Discuss problems with students experiencing difficulty adjusting to the mainstreamed environment.

2. Identify vocational competencies within the shop which are equal to the necessary basic skills required for success within the mainstreamed environment.

3. Identify methodologies or modifications of techniques which will be appropriate for the instruction of the student.

4. Modify the regular vocational education program in order to facilitate the student's success.

5. Identify specific equipment or adaptation of instructional equipment for the student.

6. Confer with the vocational teacher concerning the student, i.e., nature of problems, expectations, social and emotional characteristics, achievement potential, previous involvement in a mainstreamed environment.

7. Review math processes.

8. Review shop terminology.

9. Organize and review material for tests.

10. Read tests.

11. Organize study habits.

12. Tape material for study and review.

13. Observe practical skills in shop.

14. Work with student in practical skill area of shop.

15. Confer with home school teacher concerning student behavior.

16. Confer with home school teacher concerning student's math processes.

17. Confer with home school teacher concerning student's vocabulary development.

18. Confer with home school teacher concerning other available vocational options.

EXHIBIT 30, contd.

19. Recommend behavioral approaches designed to maximize appropriate shop behavior and learning potential.

20. Help vocational teachers develop goals and objectives for the IEP.

21. Confer with parents about student's progress.

22. Arrange parent-teacher conferences with regard to student's progress.

23. Discuss activities in the clinic setting.

24. Discuss with student the career options within the framework of his/her ability.

25. Recommend placement for students not succeeding in the present environment.

EXHIBIT 30, contd.

Special Needs Report/Handicapped

I. Theory + Practical Skills + Daily Performance = Home School Grade
II. Responsibilities - see attached sheets for numerical references, etc.

Student District/Grade	Shop Level	Disability	1st 9 wks.	2nd 9 wks.	3rd 9 wks.	4th 9 wks.

EXHIBIT 31

Referral to the Office of Vocational Rehabilitation

Three educational centers have now joined forces to offer better future employment opportunities for the Special Needs students in Clarion County. The Office of Vocational Rehabilitation (OVR) has begun a cooperative effort with Clarion County Vo-Tech (CCAVTS) and Clarion Manor Intermediate Unit 6 (CMIU6) for the purpose of early identification of Special Needs students who will be eligible for OVR assistance.

Any student, age 16 or over, who has been identified by CMIU6 as a Special Needs student can now be interviewed for OVR eligibility. The immediate benefits gained through early identification are the qualification for the Targeted Jobs Tax Credit Act. This Targeted Jobs Tax Credit is a two year federal program offering substantial income tax credit to employers who hire Special Needs students.

CCAVTS is the base of operations for the Capstone Cooperative Work Program. This program provides job placement for vocational education students at CCAVTS. When a Special Needs student becomes eligible for OVR services, he/she is then eligible for the Targeted Jobs Tax Credit which can be used with the Capstone program. This lays a foundation for better vocational training and employment opportunities.

The process for determination of OVR eligibility is a simple interview process between the student and his/her parents or guardians and an OVR counselor.

Please complete the attached permission form and return it with the enclosed AS SOON AS POSSIBLE. If you have any questions concerning this information, please contact Donna Bish at CCAVTS, phone: 226-4391.

Permission for Referral

_____ Yes, please have the OVR counselor contact me for further information.

_____ No, I am not interested in OVR at this time.

Student _____ School _____

Parent Signature _____ Date _____

Referral for Eligibility

Office of Vocational Rehabilitation
Clarion County Area Vocational-Technical School
Clarion Manor Intermediate Unit 6

EXHIBIT 31, contd.

Confidential

1. Student Name _____ 2. Date of Birth _____

3. Parent Name _____

4. Address _____ County _____

5. Phone _____ 6. School District _____

7. Teacher/Counselor _____ 8. Identified Disability _____

OVR Use Only

9. _____ Eligible _____ Not Eligible

10. Reason for non-eligibility _____

_____

Signature _____ Title _____

Date _____

Procedure

1. Teacher/Counselor is to send OVR eligibility permission form home to the parents with a postage paid return envelope.

2. Parents are to complete the lower portion of the form, sign, and return it to the teacher/counselor.

3. Once the permission is received, the teacher/counselor is to complete numbers one through eight on this referral form and send it to the Special Needs office at Clarion County Area Vocational School.

4. This office will forward the form to OVR.

5. OVR will complete the eligibility process, sections nine and 10 on this form. Sign, date, and return it to the coordinator at CCAVTS.

6. The coordinator will send copies of the completed form to the following personnel:

   a) Parent
   b) Capstone Cooperative Coordinator for the confidential student file to be used for possible job placement,

c) Teacher/counselor who initiated the referral procedure for his/her confidential student file,
d) CCAVTS vocational special needs confidential student file.

7. The original copy of this form will be kept in the CMIU6 confidential student file.

8. If the student becomes OVR eligible, then he/she becomes eligible for the Targeted Jobs Tax Credit along with other future vocational education support.

EXHIBIT 32

Follow-up Questionnaire

Cover Letter

Dear Graduate:

The Clarion County Vo-Tech School is conducting a follow-up survey of your graduating class. We believe that the information, which only you can provide, will be helpful in evaluating our educational program and in preparing new students for their future careers. The survey is very important if a school such as ours is to grow and to improve.

Please take a few minutes to complete the attached survey form and to return it in the stamped self-addressed envelope. Please return the form as soon as possible. All replies to the survey will be kept strictly confidential.

If you have any questions, please call the Cooperative Education office at (814) 226-4391. We thank you for your cooperation.

Sincerely,

EXHIBIT 32, contd.

Graduate Questionnaire
Clarion County Area Vocational-Technical School

Please fill in your current address. If applicable, please list your maiden name in parenthesis ( ).

Name _____ Address _____ Phone # _____

Vo-Tech Course _____ Year of Graduation _____

Please place a check mark in the appropriate spaces as they apply to you.

___ Employed full-time
___ Homemaker full-time
___ Looking for work Unemployed
___ Employed part-time
___ Military service
___ Not looking for work Unemployed
___ Temporarily laid-off
___ Attending school

Fill in the sections which apply to you.

Working (or temporarily laid-off)

Employer's name _____ Address _____

Average # of hours per week _____ Present wage per hour (optional) _____

Job Title and duties _____

_____

Attending School

Are you enrolled in:

____ trade school ____ 2-year program ____ 4-year program
____ other (please explain) _____

Name of school now attending _____

Course of study _____

Are you currently attending:

____ Part-time ____ Full-time

If part-time, are you employed during the time that you are not attending class? ____ Yes ____ No

If yes:

EXHIBIT 32, contd.

Employer's name_____ Address _____

Job title and duties _____

Military Service

Branch of service _____
Job title or advanced training received _____

Are you now attending or are you scheduled to attend an armed service training school? ____ Currently attending ____ Scheduled to attend

Which training school? _____

Unemployed

Are you interested in securing a job related to your Vo-Tech training
____ Yes ____ No

If no, why not? _____

Please answer the following questions by placing a check mark in the appropriate space.

1. How would you rate your Vo-Tech training?

   ____ Excellent ____ Good ____ Fair ____ Poor

2. How well did your vocational course prepare you for your present job?

   ____ Excellent ____ Good ____ Fair ____ Poor

3. To what degree is your job related to the training you received while at the Vo-Tech School?

   ____ Highly related ____ Slightly related ____ Completely unrelated

4. What specific things about your Vo-Tech program have you found to be most helpful in your present job?

   _____

5. What specific things about your Vo-Tech program have you found to be least helpful in your present job?

   _____

6. Based on your work experience or your post-high school education, what suggestions do you have for improving your former vocational curriculum?

Follow-up Letter

Dear Graduate:

The response to our request for information from former graduates of Clarion County Area Vocational-Technical School has been most gratifying. The return questionnaires are now being analyzed.

Perhaps the first questionnaire sent to you has been mislaid. We have enclosed another one for your convenience. We hope to have all of our former students respond so that the information will be as complete as possible.

Please use the enclosed envelope to return the completed questionnaire today. Thank you for your cooperation.

Sincerely,

Thank-You Reminder Card

Your cooperation in returning the former student follow-up questionnaire is appreciated. The completed questionnaires have provided the school staff with much valuable information for developing a plan to meet the vocational and technical education needs in our area.

Sincerely,

P.S. Perhaps your questionnaire is one of the few still not received. We hope it is now in the mail. Thanks!

SPECIAL TRAINING FOR EMPLOYMENT PROGRAM

Location:

Keene High School
Cheshire Vocational Center
43 Arch Street
Keene, NH 03431
(603) 352-0640

Contact Person:

William B. Mattson
Vocational Director
Keene High School
Cheshire Vocational Center
43 Arch Street
Keene, NH 03431
(603) 352-0640

Background Information

Objectives

The project objective is to train each handicapped student for employment in the most appropriate setting based upon his/her interest, aptitude and level of handicap.

Key Features

Evaluation

In 1985, Project AWARE evaluated the educational opportunity for disadvantaged students at the Cheshire Vocational Center. This evaluation provided a basis for the current Special Training for Employment Program (STEP) at the Cheshire Vocational Center. Four objectives were fulfilled in conducting Project AWARE:

1. Reading and math levels and sex bias in textbooks and vocational programs were evaluated.
2. Common areas of weakness within the programs were evaluated.
3. Methods were developed to remediate problems.
4. Alternatives to help students successfully complete the vocational program were developed.

Recommendations were made in the areas of curriculum and philosophy, materials, classroom and laboratory aides, and extending the classroom into the business community through increased co-op placement.

Multiple Training Areas

Over 30 vocational programs are provided to Keene High School students. Seven vocational student organizations are available to help students develop leadership skills and work with other students in community projects and competitive activities at the state and national levels.

Transition

The third key feature is the Special Training for Employment Program which is the program. STEP is funded by the Carl D. Perkins Vocational Education Act. STEP is available two periods per day, five days per week for a one to four year period. Students may earn two credits per year in STEP.

Profile of Local Service Area

This program serves five urban, small town, and regional school districts. Students come from all socioeconomic backgrounds.

Staff Assigned to Project

Project Director - 100%

The project director has 15 years experience in the field and eight years in his current position. He has a Bachelor's and a Master's degree.

Teacher - 100%

This teacher has 12 years experience in the field and nine years in the current position. redentials include a Bachelor's and a Master's degree.

Teacher - 100%

This teacher has 12 years experience in the field and nine years experience in the current position. Credentials include a Bachelor's and a Master's degree.

Teacher - 100%

This teacher has four years experience in the field, all in the current position. Credentials include a Bachelor's and a Master's degree.

Teacher - 100%

This teacher has 12 years experience in the field and one year in the current position. The individual has vocational education certification.

Teacher - 100%

This teacher has three years experience in the field, all in her current position. She has a Bachelor's degree.

Teacher - 100%

This teacher has four years experience, three of those years in her current position. She has a Bachelor's degree.

Teacher - 100%

This teacher has 15 years experience, one of which is in his current position. He has a Bachelor's and a Master's degree.

Aide - 100%

This aide has nine years experience, all in her current position. She has a Bachelor's degree.

Aide - 100%

This aide has three years experience, all in her current position.

Aide - 100%

This aide has three years experience, all in the current position. The aides' credentials include an associate degree.

Financial Data

	1985-1986	1986-1987	1987-1988
PL 98-524 10% handicapped setaside:	15,257	19,791	22,161 (approx.)
PL 98-524 22% disadvantaged setaside:	28,125	39,912	41,380 (approx.)
PL 98-524 43% program improvement funds:		5,000	5,000
Other PL 98-524 funds C & H:	2,500		
State Sp. Ed. Grant - Job Coach			15,000
Private Industry Council - Job Specialist			22,000
Local funds:	155,568	171,125	
TOTALS	$201,450	$235,828	$188,450

Number of Special Education Students Served

	1985-1986	1986-1987	1987-1988
Mildly Mentally Retarded	35	37	41
Moderate/Severely Retarded	9	13	17
Learning Disabled	83	93	94
Seriously Emotionally Disturbed	8	10	13
Hard of Hearing	4	4	4
Speech or Language Impaired	14	25	24
Other Health Impaired	1		1
Multi-Handicapped	3	3	3
TOTAL SERVED BY THIS PROJECT	156	185	200

Total number of special education students served through this project by grade (unduplicated count)

Grade	1985-1986
9	70
10	41
11	20
Ungraded	9

Estimated number of special education students served during 1985-86 who also received assistance from ancillary agencies

Number of Students	Agency
150	State/Federal Vocational Rehabilitation Program
10	Job Service
4	Rehabilitation Facility/Sheltered Workshop
4	JTPA funded program
17	Social Security Administration (SSI, SSDI)
16	Developmental Disabilities

Total number of vocational education courses completed by students served through this project

	1985-1986	
	Semester Length	Year Long
Agricultural Education		5
Business/Office Education		2
Consumer and Homemaking Education	11	26
Industrial/Technology Education	15	40
Specially Designed Vocational Program (STEP)		86
Human Services Occupations		9
TOTAL	26	168

Meeting the Perkins Act Mandates That Apply to Special Education Students

Mandate One: Notification

The vocational special needs students are served through the Cheshire Vocational Center (CVC) by the Special Training for Employment Program. Students, parents and counselors are provided with written information about vocational programs and the services of the Special Training for Employment Program. This notification occurs one year before the special needs student's entry into vocational programs, usually at the ninth grade or grade/age level. Notification is through the CVC student handbook, open house presentations, school visitations and counselor meetings.

Mandate Two: Assessment

Upon admission to the Center, all identified handicapped students are enrolled in STEP General. STEP General meets for a double period, five days per week for thirty-eight weeks, the same as all vocational programs. Within this program, each student explores in a hands on fashion the fifteen vocational offerings of the Cheshire Vocational Center. Each student also participates in the Micro-Tower, a formal standardized vocational assessment.

The vocational special needs staff have developed school based norms based upon those set by Micro-Tower. The student-staff ratio in this phase of STEP is six to one. At the end of each week the instructor discusses the week's activity with each student. This includes the student's interest, performance and demonstrated aptitude for each occupational area. The student is given a weekly report card to be taken home indicating his/her performance. Within this phase, career and vocational counseling is begun. Units on job identification, job seeking, and job holding skills are presented using a variety of methods and media.

Units on values clarification, substance abuse as it relates to work, work attitudes, attendance and job quality are initiated. Upon completion of this phase, a vocational report is written. In each area explored, strengths and weaknesses are identified and documented for vocational, social and related skill areas. Additionally, recommendations for further vocational programming are identified and perimeters for success are indicated.

Mandate Three: Special Services

Three options are available at the Cheshire Vocational Center to handicapped students in vocational education. The first is regular vocational programming in which the student can participate successfully, without special services. There is no need to modify testing, curriculum, projects, etc. Secondly, the student can be appropriately placed within regular programs but require in-class assistance of an aide in order to meet the objectives of the program through modification of curriculum, testing, etc. as documented in the IEP Finally, the Cheshire Vocational Center has established STEP (Phase II) programs in the areas of assembly, food service, maintenance, health occupations, construction trades, marketing and distribution.

A student may spend his or her entire vocational experience in a STEP program or when appropriate, move up to a less restrictive environment. The STEP Phase II program, like Phase I, has a student teacher ratio of about six to one. Many of the programs meet in the same vocational lab as its regular program counterpart. All students receive two credits per year for successful completion.

Mandate Four: Guidance, Counseling and Career Development

Career and vocational counseling begins in Phase I of STEP Units on job identification, job seeking and holding skills are presented using a variety of methods and media. Units on values clarification, substance abuse as it relates to work attitudes, attendance and job responsibilities are introduced. Additionally, individual career/vocational counseling is begun by the vocational rehabilitation counselor.

Mandate Five: Counseling for Transition

The CVC Co-op Coordinator services as a job placement person for both the special needs and regular vocational students. The CVC Co-op Coordinator is responsible for all follow-up activities on school leavers and graduates, including both special needs and regular students. A vocational rehabilitation counselor is housed at CVC and provides ongoing counseling, on-the-job training, job placement and a smooth transition from school to work.

Mandate Six: Equal Access

It is the policy of the Keene Board of Education not to discriminate in their educational programs, activities or employment practices on the basis of race, language, sex, age, or handicapping condition, under the provisions of Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and the Education for All Handicapped Children Act of 1975.

Mandate Seven: Least Restrictive Environment

As mentioned previously, three options are available to handicapped students in vocational education. The first is regular vocational programming in which the student can participate successfully, without special intervention. There is no need to modify testing, curriculum, projects, etc. Secondly, the student can be appropriately placed within regular programs but requires in-class assistance of an aide in order to meet the objectives of the program through modification of curriculum, testing, etc. as documented in the IEP. Finally, the Cheshire Vocational Center has established STEP Phase II programs in the areas of assembly, food service, maintenance, construction trades, marketing and distribution.

A student may spend his or her entire vocational experience in a STEP program or when appropriate, move up to a less restrictive environment. The STEP Phase II program, like the Phase I has a student teacher ratio of about six to one.

Many of the programs meet in the same vocational lab as its regular program counterpart. All students receive two credits per year for successful completion.

Mandate Eight: Vocational Education/Special Education Coordination

One of the functions of the Coordinator of Special Services for Keene High School and the Cheshire Vocational Center is to coordinate activities, and individual plans between vocational and special education. This function occurs initially upon admission and at least annually at a team meeting where all concerned including the parents and student design all services. Additionally, staffings are held to keep in touch with all team members. Any team member at any time can request a review of a student's placement. All of this is done through the office of the Coordinator of Special Services.

Evidence of the Project's Effectiveness

Students' Performance

Number of special education students served by this project who

	1985-1986
Graduated	18
Dropped vocational education classes, but stayed in school	5
Dropped out of school entirely	7

Post School Status of Former Students

Status	Number of former students
Competitive employment 35 hrs/wk or more	12
Competitive employment less that 35 hrs/wk	2
Enrolled in vocational technical institute	1
Employed at rehabilitation facility/workshop	5
Unemployed	2
Unknown	2
Four year college	1

Methods used to follow up former special education students

The Keene High School annual follow-up and a vocational rehabilitation follow-up are used.

SUPPLEMENTAL SERVICES - CAREER DEVELOPMENT CENTER

Location:
St. Vrain Valley Schools
395 South Pratt Parkway
Longmont, CO 80501
(303) 772-3333

Contact Person:
Carol Manning/Alan Stroh
Coordinators
St. Vrain Valley Schools
395 South Pratt Parkway
Longmont, CO 80501
(303) 772-3333

Background Information

Objectives

1. Provide special needs students with successful educational services in the vocational school's Career Development Center (CDC).

2. Provide transitional services to special needs students between school(s), home, community, work and community agencies.

3. Provide counseling services to special needs students enrolled at the Career Development Center.

4. Provide vocational assessment to special needs students.

5. Notify, involve and develop early vocational planning for all students before or during the ninth grade. Students will be informed of vocational opportunities available in St. Vrain Valley Schools.

6. Facilitate the modification of individual vocational programs to meet the needs of special needs students.

7. Provide equal access to special needs students in programs at the Career Development Center.

8. Provide support staff to students and Career Development Center staff for the transition of students to various schools, educational/vocational settings, and community agencies.

Key Features

Transition Specialists

The Transition Specialists aid vocational instructors in meeting the vocational needs of special needs students. (See Exhibit 33 for a job description.)

Inservice Training

A comprehensive inservice training program is conducted for vocational and special educators. It focuses on program modifications/expectations for special populations.

Assessment and Learning Labs

Formal and informal evaluations and vocational exploration are implemented in the assessment and learning labs.

Agency Network

An extensive interagency network of coordinated services was established and facilitated by the District's Departments of Vocational Education and Special Education to meet the needs of the school's special populations.

Equal Access

Equal access to vocational services is provided in order to meet each student's needs regardless of the label placed on the child.

Profile of Local Service Area

The two school districts served by the project are local/city, and county wide. Geographic areas served include urban, suburban, small town, and rural regions. The students' socioeconomic characteristics vary. Student families include farm, migrant, and executive households. Family incomes range from below poverty level to above six figures.

Historical Information on Project

The Supplemental Services Department is part of St. Vrain Valley Schools' Career Development Center. The Services are a combined effort between vocational and special education to meet the requirements of the Carl Perkins Vocational Education Act.

The goal of the project is to identify all special needs students including handicapped pupils. Transition efforts were related to vocational programs. A grant was received from Boulder County's Private Industry Partnership for approximately $38,000. (See Exhibit 34 for a copy of the agreement.) Resources were received from the vocational and special education departments for personnel, inservice training, follow-up and materials. All secondary special education/vocational education services and communications were directed toward student success in vocational programs.

The State Board for Community Colleges and Occupational Education and the District developed a supportive relationship through the project to promote student success and transition efforts.

The program has served as a model to thirteen school districts in eastern Colorado. The model was instituted by the Denver Public School System for their vocational programs.

Project staff inserviced administration and other professionals in various Colorado school districts. Coordinating staff from local community agencies, the University of Northern Colorado, the State Department of Education and the

Colorado State Board for Community Colleges and Occupational Education were included in the inservice training.

Staff Assigned to Project

Director - 5%

The Director has 17 years experience in the field. She has been in her current position for three years.

Director of Vocational Education - 5%

The Director of Vocational Education has been in his current position for six years.

Coordinator - 100%

The Coordinator has 16 years experience in the field, and three years in her current position. She has a Master's degree and Type C certificates and endorsements.

Coordinator - 50%

The Coordinator has 15 years experience in the field, six of which have been in his current position. He has a Bachelor's degree and Type A certificates and endorsements.

Financial Data

	1985-1986	1986-1987
Job Training Partnership Act funds:	$ 18,000	
State funds:	3,340	$ 3,340
Local funds:	5,010	5,010
Local Vocational Education funds:	6,900	6,900
TOTALS	$ 33,250	$ 15,250

Examples of how the 10% handicapped setasides were used in 1985-1986

The funds were used to purchase assessment instruments, materials, supplies, computer software and staff salaries.

Examples of how the 10% handicapped setasides were used in 1986-1987

The funds were used for major purchases of assessment instruments, additional materials, supplies and staff salaries.

Examples of how the 10% handicapped setasides were used in 1987-1988

These funds purchased assessment instruments, materials, supplies, computer software, staff and salaries. The funds provided financial support for staff to attend assessment workshops.

Number of Special Education Students Served

Total number of special education students in grades 9-12 attending school in those district(s) during 1985-86 school year

Mildly Mentally Retarded	34
Learning Disabled	125
Orthopedically Impaired	1
Hard of Hearing	7
Visually Handicapped	6
Moderate/Severely Mentally Retarded	23
Seriously Emotionally Disturbed	23
Speech or Language Impaired	4
Multi-Handicapped	7
TOTAL SPECIAL EDUCATION STUDENTS	290

Total number of special education students in grades 9-12 attending school in districts (unduplicated count)

1985-1986	1986-1987	1987-1988
(This count includes entering students)		
59	56	75

Number of special education students served by this project (unduplicated count)

	1985-1986	1986-1987	1987-1988
Mildly Mentally Retarded	7	9	5
Learning Disabled	28	29	45
Seriously Emotionally Disturbed	8	9	23
Visually Handicapped	1		1
Hard of Hearing		2	1
Multi-Handicapped		2	
TOTAL SERVED BY THIS PROJECT	44	51	75

Total number of special education students served through this project by grade (unduplicated count)

Grade	1985-1986	1986-1987	1987-1988
9	5		1
10	13	32	6
11	11	10	34
12	12	9	34

Estimated number of special education students served who also received assistance from ancillary agencies

Number of Students			Agency
1985-1986	1986-1987	1987-1988 (estimates)	
33	45	68	Job Service
	9	34	Vocational Rehabilitation

Total number of vocational education courses completed by students served through this project

	1985-1986		1986-1987
	Semester	Year Long	Year Long
Agricultural Education	1	3	4
Auto		2	6
Consumer and Homemaking Education (Food and early childhood education	1	7	23
Marketing Education		2	2
Industrial/Technology Education		2	4
Printing		6	11
Horticulture		5	4
Welding		6	6
Building Trades		2	1
Radio and T.V.		1	2
Cosmetology			1
Dental			1
Accounting			1
Health Occupations			3
Business and Offices			4
TOTAL	**2**	**36**	**73**

Meeting the Perkins Act Mandates That Apply to Special Education Students

Mandate One: Notification

All Special Education students have a written vocational career goal in their Individual Education Plan (IEP). The career goal allows students and parents to become aware of the student's career/vocational needs.

As students enter junior high school, emphasis is placed on the career/vocational aspects of the IEP. Vocational education opportunities are explained in the junior high school student handbook. A letter is sent to parents of handicapped students providing information on vocational options during the child's school career.

Mandate Two: Assessment

Assessments are integrated into a plan and administered based on the IEP/Individualized Written Vocational Plan (IWVP)/Individualized Transitional Plan (ITP) process. Formal assessment tools available include: MESA, VALPAR (long form), a learning styles inventory, a Picture Interest Exploration Survey, T.A.P., Skill Assessment Module, a Basic Competency Assessment, Colorado Career Information System and various educational, psycho/educational, and psychological assessments.

A staff team decides on the purpose for the evaluation and the specific assessment tools. Results are made available to the appropriate personnel in order to implement student program modifications.

The Skills Center provides prevocational and general vocational exploration services to handicapped students in grades 8-10. Assessment information is available to students before entering the vocational school.

All students enrolled at the Career Development Center (CDC) receive an assessment screening. The screening includes an interest inventory, assessment of learning styles, Basic Competency Assessment and the use of the Colorado Career Information System. Over 750 students complete the screening process each year. The Supplemental Services Department staff are responsible for the assessment screening.

Mandate Three: Special Services

A Student Profile and Referral Form is used by vocational and special education staff to refer students to the CDC Supplemental Services Department.

A student plan is developed from data received from the Department of Special Education, special education instructors, Skills Center staff, Work/Study Coordinator, the formal vocational assessment report and vocational instructors. The student plan allows the teacher to provide a modified curriculum for the student. The CDC staff participate in the IEP process for

students attending or planning to attend the Career Development Center. The Transition Specialist from the Supplemental Services Department implements the modified curriculum.

Transitional Specialists act as student advocates in the vocational program. (See Exhibit 33 for a copy of the Job Description.) The Specialists monitor the daily student activities and aid in program modifications.

Mandate Four: Guidance, Counseling and Career Development

The Supplemental Services staff consists of the following: two coordinators; a registered nurse with intensive experience and course work in counseling, administration and education; and a work/study coordinator, with experience and course work in counseling parents and special needs students.

The Supplemental Services Department is part of the Career Development Center's Student Services unit. The Student Services staff consists of two educationally certified guidance counselors and an on-site job developer. The counselors are qualified, experienced, caring, and accessible. Cooperative staff efforts facilitate placement of special needs students.

Concerted effort is made for all students to feel comfortable. While attending the Career Development Center (CDC) students are encouraged to use existing personnel and professional expertise. During the enrollment and screening process students are informed and encouraged to use available guidance and counseling resources.

Mandate Five: Counseling for Transition

Students receive extensive assistance from student services staff and vocational staff to meet their transitional needs.

The Transition Specialists are regularly updated on procedures and policies for successful transition of students from school/home to jobs, agencies, and vocational schools.

The Individualized Written Vocational Plan (IWVP) directly addresses the vocational objectives of the handicapped student attending the CDC. (See Exhibit 35 for a copy of the IWP Form and Instructions).

The integration of community agencies into the project brings added dimension and depth to the student's list of available resources. Through the use of the Individualized Transition Plan (ITP), a formal vocational program is designed to facilitate the successful transition of the student to post-school employment or other opportunities. (See Exhibit 36 for a copy of the ITP Form.)

Mandate Six: Equal Access

All students in the St. Vrain Valley School's attendance area have equal opportunity to receive vocational training at the Career Development Center.

Students range from trainable mentally retarded and severely emotionally disturbed to student leaders in the home high school.

All students attending CDC may take advantage of any available courses of study including cooperative education and apprenticeship programs.

Mandate Seven: Least Restrictive Environment

All students at the Career Development Center are enrolled in non-segregated classrooms. Instruction is provided by regular education instructors through a modified curriculum when appropriate. Special needs of students are met by the instructor with consultative services provided by the Supplemental Services staff and Work Study coordinator. The CDC has no full time special education staff.

Students are successfully mainstreamed. The program format allows for student independence and ability to integrate into non-special education settings. The mainstream experience is generalized to the community based programs.

Mandate Eight: Vocational Education/Special Education Coordination

Extensive inservice activities have been provided to aid the vocational instructor in meeting the needs of the student with severe deficits and the student of superior ability. The inservice training has produced marked improvement in the willingness of instructors to meet individual student needs as well as becoming active participants in the education of all special need students.

The project has been a combined effort of the Departments of Special Education and Vocational Education in the St. Vrain Valley School District. Both Supplemental Services (vocational education) and Work/Study Personnel (special education) exchange duties, ideas, and personnel in order to serve special needs students.

Evidence of the Project's Effectiveness

Students' Performance While in School

Method/frequency of measurement

Grades are issued quarterly. A special report is prepared at least twice a year.

Students identified as handicapped who do not receive an A, B, or C are placed on a modified grading system of Satisfactory or Unsatisfactory or Pass.

Number of special education students served by this project during the school year who

	1985-1986	1986-1987
Graduated	24	9
Dropped vocational education classes, but stayed in school	6	2
Dropped out of school entirely	3	1

Post School Status of Former Students

Methods used to follow up former special education students

An annual followup is conducted to obtain student status and parental opinions on the program up to five years after graduation.

EXHIBIT 33

Supplemental Services Transition Specialist

Qualifications

1. Meet the requirements of the State Board for Community Colleges and Occupational Education.

2. Demonstrate ability to work effectively with special needs students.

Responsibility

Report to the Supplemental Services Coordinator.

Duties

1. Assist special needs students with vocational classroom work.

2. Identify academic and vocational skills students need for job entry and for successful completion of program where assisting.

3. Refer students to learning lab for remediation of basic skill development when needed.

4. Develop and present materials in alternative styles to facilitate skill development and program success or for Individualized Educational Plan fulfillment.

5. Assist in modification of curriculum and equipment based on students educational/training plan.

6. Build an advocacy relationship with special needs students and their significant others.

7. Identify different learning styles of special needs students.

8. Build pre-employment skills.

9. Coordinate and assist in on-the-job activities.

10. Assist in student transition: i.e., home to school, school to school and school to job.

EXHIBIT 34

Boulder County Private Industry and St. Vrain Valley School District Agreement

This Agreement between The Boulder County Private Industry Partnership (BCPIP), and the St. Vrain Valley School District (SVVSD), is for the provision of competency based basic skills and pre-employment skills training for JTPA eligible secondary school participants. The terms and conditions set forth and agreed upon in this Agreement will begin 9/23/85 and end 6/30/86.

WHEREAS, BCPIP receives money under the Job Training Partnership Act of 1982 to provide training for in-school youth in need of basic skills/pre-employment training, and desires to work in close coordination with the school district to deliver this training; and

WHEREAS, the SVVSD is capable of and desires to provide competency based instructional services for those JTPA eligible students who are identified by the Department of Vocational Education and the Department of Special Education, and who do not meet the performance standards in basic skills training as established by the school district;

THEREFORE, both parties agree as follows:

1. The Department of Special Education and Department of Vocational Education of the SVVSD will identify 90 students attending the Career Development Center who have not met the minimum basic skills standards established by the school district, are economically or academically disadvantaged or handicapped, and are JTPA eligible. Not more than 45 students will be handicapped, and not more than 45 students will be economically or academically disadvantaged.

2. SVVSD will meet the following conditions relative to the instructional services provided to the 90 participants.

   a) Each participant will receive specialized instructional services to include a vocational assessment and remedial basic skills instruction. Length of training for each participant is to be determined by the SVVSD designated staff who will provide the training services, and will be dependent upon individual needs and performance levels as identified on the CDC's Supplemental Services Student Referral and Profile Sheet.

   b) SVVSD's designated staff will determine the number of Remedial Basic Skills Competencies that each student will complete. A pre-test, or results of an already utilized SVVSD standard which measures the basic skills performance levels, will be used to determine each individual's remedial basic skills instruction.

   c) SVVSD will provide BCPIP a completed document for each disadvantaged student which will identify information related to vocational assessment completion and competency attainment. This completed document will be submitted to BCPIP at the end of each regular SVVSD grading period (every 42-48 days), for those participants who have attained competency in one or more areas.

d) SVVSD will develop an Individual Written Vocational Plan (IWVP) for each handicapped participant, based on the results of the assessment testing and will provide BCPIP with a copy. The IWVP will be attached and will be submitted to BCPIP as outlined.

3. Pre-employment skills training will be provided by SVVSD staff to those students enrolled in basic skills training and who have been identified to be eligible for BCPIP's entry employment work experience and try out programs. Those students selected for the work experience will receive and complete competency based training in all of the following areas:

   a) Work applications,
   b) Interviewing techniques,
   c) Job retention skills,
   d) Interests, skills, aptitudes related to career choice.

   Those students selected for the try-out program will receive and complete competency based training in all of these areas:

   a) Work applications and resumes,
   b) Interviewing techniques,
   c) Job retention skills,
   d) Job search skills.

   If a selected student already has already completed training in work applications or interviewing techniques, a BCPIP designated staff will administer a test, based on the BCPIP established benchmarks, and determine whether or not the student has achieved competency in each area.

4. The three identified areas of instruction and services are defined as follows:

   Assessment is an evaluation process that utilizes an appropriate skills assessment procedure to assess skills, aptitudes, and interests related to each individual's vocational plan.

   Basic skills include reading, math, writing and communication skills as they relate to each individual's vocational training program.

   Pre-employment skills include job seeking skills, interviewing techniques, job retention skills, work applications/resumes, and career exploration activities.

5. BCPIP and SVVSD will cooperatively develop the competency based criteria related to the basic skills curriculum. Benchmarks, or standards set up to measure the quality and value of the instructional material, will be designed, and each student will be expected to demonstrate a satisfactory level of competency in each benchmark area relative to his/her individual vocational plan. These

benchmarks will be completed by November 1, 1985. A specific, standardized set of benchmarks will be developed for all disadvantaged students, while the designated SVVSD staff will determine those benchmarks which are reasonable and appropriate for the handicapped students.

6. Upon identification of the 90 students who will be participating in this project, BCPIP's designated staff will work closely with SVVSD's staff to enroll the participants as JTPA enrollees, and will continue to act as a liaison to coordinate the delivery of services outlined in this Agreement.

7. SVVSD will provide the Basic Skills Instructor, who will provide instruction in both basic skills and pre-employment skills. Financial responsibility to provide instructor(s) payment costs and associated program expenses will be assumed by the SVVSD.

8. BCPIP will provide, upon request, assistance in the pre-employment skills training.

9. BCPIP will provide those participants who are assessed to be job ready by BCPIP and SVVSD staff, and have completed the pre-employment skills training, entry employment/try-out employment positions during the school year, and work experience during the summer months.

10. SVVSD will retain on file, and make accessible to BCPIP staff, all the information, tests, and exercises related to benchmark achievement, and vocational assessment data for each student.

11. Both parties agree to review this Agreement by February 15, 1986 to ensure the training objectives, enrollment levels, and other relevant factors germane to this Agreement are being met in a manner which is satisfactory to both parties.

General Provisions

1. All financial obligations of the County and BCPIP under this Agreement are expressly are made conditional upon funds being appropriated, budgeted, approved or otherwise made available by the U.S. Department of Labor and State of Colorado. In the event such funding either in total or in part is not forthcoming BCPIP is released from all liability whatsoever and will not be responsible for payment of any costs or expenses incurred in reliance upon this Agreement beyond that amount which has been appropriate and made available to BCPIP and neither party shall have any further liability hereunder, said contract to cease and terminate as of such date.

2. BCPIP reserves the right to cancel this Agreement with thirty (30) days written notice to SVVSD for failure by SVVSD to comply with the terms and conditions of this Agreement.

3. The attached Assurances and Certifications are expressly made a part of this Agreement.

4. BCPIP reserves the right to monitor performance under this Agreement to include examination of all SVVPS records relative to work performed under this Agreement.

Payment Provisions

1. A total of $415 per participant will be made to SVVSD according to the following conditions:

   a) SVVSD may bill BCPIP, in advance, a total not to exceed $18,630. This total is based on payment for the enrollment of 90 students, at a rate of $207/student, into the basic skills/assessment program described above.

   b) A second payment of $208/participant will be made to SVVSD upon receipt of a completed document for each participant. Each participant must attain at least a 75% satisfactory competency attainment in each benchmark area.

2. Total payments made to SVVSD under the terms set forth in this Agreement will not exceed $37,350.

DIRECTOR, ST. VRAIN VALLEY SCHOOL DISTRICT	11/22/85 DATE
CHAIR, BOULDER COUNTY BOARD OF COMMISSIONERS	DATE

EXHIBIT 35

Individualized Vocational Plan

The Individualized Written Vocational Plan will be implemented on students in this project who qualify as economically disadvantaged, educationally disadvantaged, or handicapped. This will be an effort to modify curriculum to meet the individualized needs of the student. These plans will include goal statements and plans of action for the implementation of the goals. Also listed will be modified expectations, time sequence, in which each goal is to be achieved, and person responsible for working on each goal. Also included in the individual written vocational plan will be the summary of the assessment tools and the results and recommendations of the assessment person.

These Individual Written Vocational Plans will be on file in the Supplemental Service Office at the Career Development Center. They will be available to the student or teachers who have questions regarding the students.

EXHIBIT 35, contd.

Individualized Written Vocational Plan

PLEASE ATTACH THIS PLAN TO THE SPECIAL EDUCATION IEP
WHENEVER THERE IS TO BE A VOCATIONAL COMPONENT.

Name _____ S.S.# _____

General Vocational Goal _____

To be completed by Rehabilitation as applicable.

Need for Extended Evaluation: Yes ___ No ___

If yes, please give reason(s) for the necessity of Extended Evaluation and other Rehabilitation Services.

_____

_____

Annual Goal: _____

Short Term Vocational Objectives and Training Plan

Identify specific vocational skills or tasks and the task related instructions to be developed. The following skills or tasks are to be considered part of a progressive vocational plan and do not include instruction already provided.

(ATTACH ADDITIONAL SHEETS, IF NECESSARY)

DETAILED VOCATIONAL	DATE BEGIN	CRITERIA FOR ATTAINMENT	DATE COMP.	TASK-RELATED INSTRUCTION	DATE BEGIN	CRITERIA FOR ATTAINMENT	DATE COMP.

Summary of Planned Services

Following is a list of needed services. It does not include services already provided, only those services necessary to complete the vocational component.

	SERVICE	PROVIDED BY	PERSON RESPONSIBLE	DATE: FROM/TO (EST.)
1.				
2.				
3.				
4.				

(ATTACH ADDITIONAL SHEETS, IF NECESSARY)

Review and Evaluation of Progress

Procedure: Periodic review/evaluation of progress toward vocational objectives and goals is made to determine progress. For Extended Evaluation, a minimum of one review each 90 days is required. For IEP evaluation, the Plan must be reviewed annually.

FREQUENCY OF REVIEW/EVALUATION	METHOD OF REVIEW/EVALUATION

Summary of Acceptance of this IWVP

This is to be completed by student/client and/or parent/guardian.

Signature As Applicable

	Student	Date
ATTACH ADDITIONAL COMMENTS, IF NECESSARY		
	Parent/Guardian	Date

EXHIBIT 36

Individualized Transition Plan

DATE OF MEETING _____

NAME _____ D.O.B. _____ PHONE: _____ SEX: M__ F __

ADDRESS _____ RACE _____
STREET CITY STATE ZIP

SOCIAL SECURITY # _____ PARENTS NAME _____

MARITAL STATUS _____ DISABILITY _____ OCCUPATION _____

Daily School Schedule

_____
HIGH SCHOOL _____
TEACHER _____
PHONE _____
AVAILABLE _____
_____:

Class **Time**

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____

MEMBERS PRESENT CAPACITY

_____ _____
_____ _____
_____ _____

Documents

IN PLACE _____
_____
_____

NEEDED _____
_____
_____

Work Experience

LOCATION(S) COMMENT

_____
_____

NEEDS PERSON RESPONSIBLE

_____ _____
_____ _____

Plan of Transition (Prioritized)

ITEM	PERSON RESPONSIBLE	TARGET DATE	COMPLETED
_____	_____	_____	_____
_____	_____	_____	_____

REFERRAL ___YES ___NO TO _____ BY _____
COMPLETE ___YES ___NO TO _____ BY _____

VOCATIONAL SPECIAL NEEDS

Location:
Columbia Public Schools
Columbia Area Vocational
Technical School
4203 South Providence Road
Columbia, MO 65203
(314) 449-2693

Contact Person:
Rosemary Wood
Columbia Public Schools
Columbia Area Vocational
Technical School
4203 South Providence Road
Columbia, MO 65203
(314) 449-2693

Background Information

Objectives

The Vocational Special Needs Project is designed to provide evaluation and then assistance to special needs students in vocational classes in order to insure success in those courses and obtain related employment or other necessary transitional services.

Key Features

The key features of the Vocational Special Needs Project revolve around the roles of the Vocational Resource Educator, Vocational Evaluation Laboratory, Learning Center and the Math Program. Details of these four key features follow.

Vocational Resource Educator

The Vocational Resource Educator (VRE) helps handicapped students obtain vocational training. This assistance may include: a program-related tutoring, developing curriculum modifications and providing vocational and employment counseling. The VRE serves as a liaison between vocational education and special education. Assistance provided to vocational instructors, special education teachers and students is detailed below.

1. Assistance to Vocational Instructors

   a) Provide information about each handicapped student's abilities, best means of learning, and how to work with behavior problems.

   b) Obtain supplemental materials, such as taped textbooks.

   c) Arrange for additional assistance if need (teacher aide, tutor).

   d) Address and solve behavioral or academic concerns.

   e) Represent instructor at IEP and other conferences, if desired.

   f) Assist in job placement activities.

2. Assistance to Secondary Special Education Teachers

   a) Provide information about required and desired prerequisite skills for vocational classes.

   b) Provide materials and information on how to teach skills, if needed.

   c) Develop career awareness and exploration activities for classroom use.

   d) Help develop school-based work sites for developing behavioral skills.

   e) Coordinate the referral and follow-through of students for a vocational evaluation.

3. Assistance to Students

   a) Provide assistance in scheduling in conjunction with counselors and special education teachers.

   b) Provide vocational and job skills counseling, both individually and in groups.

   c) Assist in problem-solving difficulties in vocational class.

   d) Work with parents when necessary in above areas.

   e) Arrange for vocational evaluations.

Vocational Evaluation Lab

The Vocational Evaluation Lab provides career exploration opportunities for students and assesses their strengths and weaknesses for specific vocational training programs. By participating in a variety of job activities students explore their vocational interests and the skills, training and qualifications necessary for different occupations.

Learning Center

Staff in the Learning Center provide support services in reading and study skills for special needs students enrolled in vocational classes at the Career Center. Students are referred by their vocational instructor or are identified through test results. Students receive individual help in reviewing classwork, preparing for tests and completing assignments. Computers are utilized in the Learning Center to improve math, study skills, career awareness and review concepts taught in the vocational programs.

Math Specialist

This individual is available to the vocational classes that use many mathematical concepts. The specialist screens the students and provides either individual or group tutoring to remediate math problem areas. See Exhibit for documentation of the improvements in students' performance resulting from the efforts of the math specialist.

Profile of Local Service Areas

The Columbia Area Vocational-Technical School serves students from three school districts. These districts include both urban and rural settings. Students come from a range of socioeconomic backgrounds. Students' families include laborers, farmers and professionals. Different ethnic groups are represented.

Staff Assigned to Project

Project Director - 100%

The project director has 10 years experience in the field and two years experience in her current position. She has a Bachelor's degree in special education and a Master's degree in vocational administration. She is certified in elementary education, LD (K-12), EMH (K-12) and adult basic education.

Vocational Resource Educator - 100%

This vocational resource educator has 13 years experience in special education, and six years as a VRE. This individual has a Bachelor's degree in special and elementary education and is certified in EMH (K-12) and LD (K-12).

Vocational Resource Educator - 100%

This vocational resource educator has nine years experience in the field and four years experience in her current position. She has a Bachelor's degree in special education and a Master's degree in psychology. She is certified in LD (K-12) and EMH (K-12).

Learning Center Specialist - 100%

The learning center specialist has 13 years experience in the field and four years experience in her current position. Her credentials include a Bachelor's degree in education and a Master's degree in reading. She is certified in reading (K-12) and elementary education (K-8).

Vocational Evaluator - 100%

The vocational evaluator has been in the field five years, all in her current position. She has a Bachelor's degree in rehabilitation services and a Master's degree in rehabilitation counseling/vocational assessment.

Math Specialist - 40%

The math specialist has 12 years experience in the field and four years experience in her current position. She has a Bachelor's degree in math and a Master's degree in statistics and research.

Financial Data

	1985-1986	1986-1987	1987-1988
PL 98-524 10% handicapped setaside:	41,693	51,520	40,845
PL 98-524 22% disadvantaged setaside:	18,909	61,824	72,930
PL 98-524 43% program improvement funds:	2,941	3,228	*
PL 94-142 "flow-through" funds:	40,849	42,192	42,192 (est.)
Local funds:	36,301	77,916	*
TOTALS	$140,693	$236,680	$155,967*

*Does not include 43% funds or local funds.

Examples of how the 10% handicapped setasides were used in 1985-1986

These funds are used for partial or full salaries for the vocational resource educator, vocational evaluator and learning center specialists.

Number of Special Education Students Served

	1985-1986	1986-1987	1987-1988 (estimate)
Mildly Mentally Retarded	27	25	14
Moderate/Severely Retarded		2	1
Learning Disabled	121	130	61
Behavior Disordered	6	6	12
Orthopedically Impaired	1	1	0
Visually Handicapped		1	0
Speech or Language Impaired	12	15	8
Other Health Impaired		1	0
TOTAL SERVED BY THIS PROJECT	167	181	96

Total number of special education students served through this project by grade (unduplicated count)

Grade	1985-1986
8	40
9	11
10	74
11	45
12	34
Adult	2

Estimated number of special education students served during 1985-86 who also received assistance from ancillary agencies

Number of Students	Agency
20	State/Federal Vocational Rehabilitation Program
*	Job Service
*	Rehabilitation Facility/Sheltered Workshop
*	Social Security Administration (SSI, SSDI)
10	Human Development Corp. and Career Awareness and Related Experiences

*These services are received through Special Education

Total number of vocational education courses completed by students served through this project

	1985-1986	1986-1987
Agricultural Education	27	31
Business/Office Education	1	1
Consumer and Homemaking Education	30	9
Marketing Education	8	6
Industrial/Technology Education	18	14

Meeting the Perkins Act Mandates That Apply to Special Education Students

Mandate One: Notification

In the Fall of 1985 a letter was drafted by the Vocational Resource Educator to provide information to handicapped students and their parents concerning the opportunities available in vocational education. This letter was reviewed by the Vocational Evaluation Lab Advisory Committee and the Vocational Special Needs Advisory Committee to insure its compliance with the mandates of the Carl D. Perkins Vocational Education Act. The most efficient way of making sure this notification reached the parents of all special education and academically disadvantaged students in the three districts was to mail the letter to all eighth graders in Columbia, Southern Boone County R-1, and Hallsville Public Schools. This letter was mailed at the end of January 1986, which is just prior to ninth grade registration.

Mandate Two: Assessment

The Vocational Evaluation lab is designed to assess the vocational needs of handicapped and academically disadvantaged secondary students through the use of "hands on" activities in different vocational areas, aptitude and interest testing, and career counseling. The results of the evaluation are utilized to place students into regular vocational classes or suggest other appropriate placement (e.g., vocational programs with some modification, job tryouts, work cooperative programs).

The Vocational Evaluation Lab, which is staffed by a vocational evaluator and a vocational evaluation aide, serves approximately 100 - 120 students per school year and primarily evaluates tenth and eleventh grade special needs students who attend Rock Bridge High School, Hickman High School, Secondary Learning Center, Hallsville High School or Ashland High School. During the 1983-84 school year a policy was established by the Columbia Area Career Center which requires that all special education students receive some level of assessment prior to enrolling in a vocational education program.

Students needing vocational evaluation services may request such services themselves or may be referred by special education teachers, counselors, parents or Vocational Resource Educators (VRE). Once the students have been referred, the VRE meets with the students to explain the evaluation process and to schedule the evaluation. The parents are notified of the need for an evaluation and are requested to give consent for the testing process.

Most students participate in a comprehensive assessment, which involves a maximum of 24 hours of evaluation activities and requires that they attend the evaluation program one day per week for three to four weeks. At the beginning of the assessment period the evaluator conducts an intake interview and works with the student to develop an evaluation plan. Activities include assessment of interests, job skills, (i.e., dexterity, coordination, discrimination, tool usage), job seeking and keeping skills, daily living skills, aptitudes, work behaviors and vocational program entry level skills. A variety of "hands on" work samples and paper-pencil tasks are utilized to accomplish the evaluation plan.

For some students a comprehensive evaluation is not necessary. This determination is based on their academic progress as reviewed by the special education teacher and the VRE. These students participate in a one day entry level skills assessment to determine their interest in, and aptitudes for, a specific vocational program. This assessment also determines specific skills that the student needs to acquire in order to succeed in the vocational training program.

On the last day of the evaluation, the evaluator conducts a feedback session which involves the student and the VRE. The evaluator reviews the student's performance during the assessment and suggests areas in which the student needs to improve in order to be more successful in vocational training and/or the job market. Following the evaluation, a written report summarizing the assessment results is distributed and reviewed by the VRE with the parents, student, counselor, and specialist.

In order to evaluate the effectiveness of the vocational assessment process feedback forms are distributed to students, parents, specialists, and counselors following the completion of the assessment period. A computerized follow-up system is also being developed to allow the staff to determine if students are enrolling in and experiencing success in vocational programs which have been recommended through the assessment process.

Mandate Three: Special Services

The Vocational Resource Educator assists vocational instructors with curriculum modifications which enable students with handicaps to have an equal opportunity for success. The VRE's primary responsibility in this area is to help instructors find the appropriate resources to meet students' needs.

Further modifications may be necessary in the equipment and/or facilities, instructional techniques, or the classroom attitudinal environment. When a physically handicapped student enrolls in a vocational class, modifications in the physical facilities may be necessary and the VRE helps make sure the building is barrier free for that student.

An Individual Education Program Summary is written by the Vocational Resource Educator each year. This IEP Summary indicates the student's handicapping condition, his attendance, behavioral concerns, test scores and best means of learning. A second page of information gives suggestions for modifications the instructor might use in working with that student throughout the year.

Evaluation of the Vocational Resource Educator's performance is completed each year. A random sampling of administrators, counselors, vocational instructors, and special education teachers provides feedback to the VRE in order to discover ways to be more effective. The State Department of Education Vocational Special Needs Section provides an annual evaluation and feedback. This information is used by the Vocational Special Needs Program staff to improve the services delivered.

Mandate Four: Guidance, Counseling and Career Development

Handicapped students enrolled in a vocational education program receive guidance, counseling, and career development services at various times throughout the school year. The Vocational Evaluator completes a four day assessment of each student's interests and potential. This evaluation is used not only as an assessment, but also for career development. After each evaluation, the student, his/her parents, the special education teacher, the Vocational Resource Educator, and the school counselor meet to review suggestions for that student's future plans.

Once a student enrolls in a vocational education program, monthly monitoring by the VRE helps guide the student into an appropriate career. As graduation nears, the VRE provides a workshop followed by individual counseling to finalize plans for post secondary studies or work. Some students are referred to vocational rehabilitation for further services.

Many junior high handicapped students receive their first career counseling through slides and lectures presented by the Vocational Resource Educators. These slides clearly depict all vocational programs offered at the vocational school. This session is held each winter to help junior high students plan their schedules for the next school year. At the same time, the VREs present information on each of the vocational programs offered at the high school level to special needs students in English classes. The course offerings are discussed along with information regarding the competencies required in those classes and skills needed in order to be successful in the vocational courses. The Vocational Resource Educators work closely with the high school counselors in planning schedules for special education students. A list of appropriate class placement based on the vocational evaluations and informal career counseling is given to the counselor for final approval. Then the special education students are enrolled in vocational courses of their choice and ability.

Many students are made aware of various career offerings at an information booth set up by the Vocational Resource Educator once each month. Brochures are given to students based on their interests, and questions are answered on an informal basis. Follow-up of the students helps to insure that they are placed in vocational programs when the time is appropriate.

Mandate Five: Counseling for Transition

The Columbia Area Vocational Technical School completed a three year Transition from School to Work Project with Missouri LINC, a state funded agency. The first year (1984-85) was spent surveying, in order to evaluate transitional services in existence and determine needed or missing services. Survey participants were vocational and nonvocational students, parents of handicapped students, and special educators. Based on the survey results, the second year was spent conducting inservice for vocational educators, special educators, and community employers. A job placement specialist was hired for one year to assist in finding jobs for handicapped seniors. The 1986-1987 school year was spent evaluating the Transition Program and its effectiveness. Follow-up will be done with those initially surveyed.

The Vocational Resource Educators at the vocational school are extensively involved in counseling services designed to facilitate the transition to post-secondary employment and career opportunities. VREs counsel students on appropriate job placements by matching student abilities with job requirements within the vocational programs. The VRE works closely with the vocational instructor, the vocational placement specialist, the student, and the special educator in placement or further training of handicapped students. Cooperating agencies such as Vocational Rehabilitation (VR) become vital links for several students. The VRE contacts VR and keeps communication flowing among the above mentioned personnel. VREs also assist students enrolled in vocational programs with pre-employment activities such as filling out job applications, conducting job interviews and completing resumes. On occasion, special education students who have graduated return to update resumes and discuss employment opportunities. The Special Needs Advisory Committee, which includes employers, helps students secure postsecondary employment.

During the 1985-86 school year a guide was developed by one of the VRE's outlining Missouri postsecondary programs that offer special services. This guide was developed to aid special needs students, their parents, counselors, and specialists in selecting postsecondary training that fits their individual interests and needs. The aim of this project was to provide a smooth transition from high school graduation to entrance into post-secondary programs. The guide was distributed to secondary counselors and special education teachers.

Mandate Six: Equal Access

The Columbia Area Vocational Technical School has handicapped students enrolled in the full range of vocational programs available to non-handicapped students. The enrollment procedures at the vocational school are standard for all students. The student handbook outlines the nondiscrimination policy of our school on page six. This is distributed to very student at the beginning of the school.

Student Enrollment Summary, 1985-1986

	Black	White	Oriental	Disadvantaged	Handicapped
Occupational Programs	59	409	1	163	53
1-Hour Vocational Agriculture	6	101	1	36	22
Adults	-	10	1	-	-
Junior Highs (Voc. Agriculture)	1	20	-	2	2
SLC	6	17	-	23	-
TOTALS	72	557	3	224	77
GRAND TOTAL ENROLLMENT - 632	11%	88%	1%	35%	12%

Mandate Seven: Least Restrictive Environment

Vocational programs and activities for handicapped individuals are provided in the least restrictive environment and are included as a component of the individualized education plan. Evaluation of all handicapped students is completed before they attend a vocational class. Most of the special education students in vocational programs receive a full four-day evaluation which provides feedback regarding the most appropriate vocational programming for that student. Some of the more mildly handicapped students are given an Entry Level Skills test to determine if the program they are selecting is appropriate. A determination of least restrictive environment is made and presented to the special education team during the IEP meeting. At that time the student's vocational IEP goals are added. These goals reflect the skills the student needs to acquire in order to be successful in the vocational class as well as the competencies of the course for which he/she is enrolled. These vocational goals were developed by the VRE along with the vocational instructors. The goals are individualized for each student's IEP.

The Vocational Resource Educator is a member of the special education team which screens new students referred to special education as well as students receiving services. This team makes the final decision regarding the least restrictive placement for each special student. As a member of the team, the VRE can make suggestions and add information regarding the students career goals and options open to him/her based on his/her abilities.

Each month during the school year, the VRE meets with the vocational instructor to determine the progress of each special education student. If the student is failing, a careful examination is made as to the appropriateness of the course for that particular student. If the course is still felt to be appropriate, a more thorough examination of other concerns is completed. More assistance from the VRE may be provided to the student in order to insure success.

Mandate Eight: Vocational/Special Education Coordination

The Vocational Resource Educator serves as a liaison between special educators and vocational educators. In this role, the VRE continually monitors special education students in vocational education classes and shares this information with specialists. The VRE participates in screenings, staffings, and IEPs for special education students and writes specific vocational/career goals for the IEP. As a member of the staffing committee, the VRE helps to insure an appropriate educational placement for handicapped students in the least restrictive environment. The Vocational Evaluator provides essential information regarding career possibilities and appropriate vocational training as well as suggestions for skills or career counseling needed.

Services provided by the VRE, the Math Specialist, and the Learning Center Specialist help to bridge any gaps between vocational and special education. These services are offered throughout the school year and are evaluated annually.

Evidence of the Project's Effectiveness

Students' Performance While in School

Number of special education students served by this project who

	1985-1986
Graduated	34
Dropped vocational education classes, but stayed in school	1
Dropped out of school entirely	2

Grades Received by handicapped Students in Vocational Classes

Grade	1985-1986 Sem. 1	Sem. 2
A	6	13
B	25	14
C	22	15
D	17	16
F	0	3

Post School Status of Former Students

Status	Number of former students 1985-1986
Competitive employment 35 hrs/wk or more	10
Competitive employment less that 35 hrs/wk	2
Enrolled in vocational technical institute	4
Enrolled in community/junior college	2
Unemployed	11
Unknown	5

Methods used to follow up former special education students

The Columbia Area Vocational Technical employs a job placement specialist that completes follow-up on all students enrolled in our vocational programs. This follow-up is done on 180 days after the student has exited the programs. See Exhibit 38 for a copy of this survey.

Considerations for Those Wishing to Replicate This Project

Technical Assistance Available

If the reader wishes to obtain technical assistance from the staff of the Columbia Area Vocational Technical School, contact Rosemary Wood to discuss the types of assistance available and the cost of each. Her address is:

Rosemary Wood
Columbia Area Vocational Technical School
4203 South Providence Road
Columbia, MO 65203
(314) 449-2693

EXHIBIT 37

Mathematics Intervention in Vocational Programs

1985-86 Report
by
Theresa Yeager, Math Specialist
Columbia Area Vocational-Technical School

This report describes the math intervention results of 1985-86 for the Columbia Public Schools vocational classes.

We began our program in 1980-81 with the intent of identifying basic math deficiencies and intervention with individual assignments for independent study. Because of low student motivation this provide to be ineffective. After one month I began individualized as well as group tutorial sessions. Since that time the math tests have become more prescriptive, containing math problems related to the particular vocational area, as well as basic math problems using whole numbers, fractions and decimals. Cooperation from the instructors has also resulted in a more structured and planned intervention program.

During 1985-86 we intervened in 12 entry level classes involving 107 students. The students were pre-tested and the tests were scored by mathematical concept. Students who scored below 80% on any concept were identified as needing help with that concept. Depending on how many in a class needed help with a particular concept, I decided which concepts would be handled as a class, and which concepts would be handled with individual tutoring.

This year I continued the presentations of difficult math concepts prior and during the use of those concepts in the vocational class. These included Ohm's Law; micrometer reading; scientific notation; decimal, fraction conversions; measurement - linear, area, volume, degree; solving equations; stair construction math skills; rafter calculations; and concrete calculations.

The mathematics program shifted emphasis this year because of the higher pre-test scores. Students requiring intervention and classes that demonstrated very low math skills were able to receive help for the entire year. Last year 35% of all students tested scored a 70% or higher on the pre-test. This year that percent increased to 50%. There were only 529 classes in which the entire class had scores below 70%. This allowed these two classes to receive class intervention as well as regular individual tutoring the entire year. The other three-hour block classes continued with vocational math presentations, but emphasis was on individual tutoring of students who were severely disadvantaged in their math skills. All one hour classes were also handled on an individual bases. I think this accounts for those students whose scores showed the higher percentage increase, especially with the students who scored low on the pre-test. The students who scored high or average on the pre-test didn't make a significant percentage increase because they didn't need/receive mush math intervention, and they couldn't significantly increase an already high score.

I feel that next year this program should continue to serve the students who are severely disadvantaged in their math skills. These students can increase

their math skills if they continue to receive individual long-term intervention in conjunction with math that relates to their vocational areas. Students who score 80% or higher on the pre-test will be exempt from taking the post-test.

This year after all students had received intervention, the classes were post-tested. A time lapse of at least two weeks was allowed between the last intervention and the post-test.

The results, which include pre-test and post-test scores as well as percentage gain scores are listed below.

Electronics - CACC

N = 12

Average Pre-Test Score	73%
Average Post-Test Score	87%
Average Percentage Increase	23%
Range Percentage Increase	2% - 95%

Building Trades - CACC

N = 10

Average Pre-Test Score	73%
Average Post-Test Score	82%
Average Percentage Increase	8%
Range Percentage Increase	0% - 19%

Building Trades - CACC

N = 9

Average Pre-Test Score	71%
Average Post-Test Score	76%
Average Percentage Increase	20%
Range Percentage Increase	-7% - 130%

Auto Mechanics I - CACC

N = 13

Average Pre-Test Score	76%
Average Post-Test Score	85%
Average Percentage Increase	14%
Range Percentage Increase	1% - 28%

Ag Power (p.m.) - CACC

N = 8

Average Pre-Test Score	74%
Average Post-Test Score	83%
Average Percentage Increase	15%
Range Percentage Increase	-3% - 52%

Ag Power (p.m.) - CACC

N = 5

Average Pre-Test Score	63%
Average Post-Test Score	86%
Average Percentage Increase	51%
Range Percentage Increase	2% - 122%

Ag Power - HICKMAN

N = 6

Average Pre-Test Score	68%
Average Post-Test Score	77%
Average Percentage Increase	19%
Range Percentage Increase	-7% - 72%

EXHIBIT 37, contd.

Electronics (p.m.) - CACC

N = 10

Average Pre-Test Score	80%
Average Post-Test Score	84%
Average Percentage Increase	8%
Range Percentage Increase	-16% - 36%

Ag Mechanics - CACC

N = 11

Average Pre-Test Score	64%
Average Post-Test Score	77%
Average Percentage Increase	25%
Range Percentage Increase	-13% - 70%

Auto Mechanics - HICKMAN

N = 9

Average Pre-Test Score	62%
Average Post-Test Score	78%
Average Percentage Increase	27%
Range Percentage Increase	6% - 44%

Health Care Aide - CACC

N = 7

Average Pre-Test Score	51%
Average Post-Test Score	66%
Average Percentage Increase	32%
Range Percentage Increase	3% - 64%

Auto Service - HICKMAN

N = 7

Average Pre-Test Score	34%
Average Post-Test Score	65%
Average Percentage Increase	99%
Range Percentage Increase	38% - 161%

Overall Program Percentage Scores

N = 107

Average Pre-Test Score	66%
Average Post-Test Score	79%
Average Percentage Increase	24%
Range Percentage Increase	5% - 91%

EXHIBIT 38

Follow-Up Survey

Attention Employer:

The Columbia Area Vocational School, a division of the Columbia Public Schools, is conducting a follow-up study of selected graduates in order to help us evaluate our training programs and thus improve our students' qualifications and skills. _____ was a 1980 graduate of one of our programs and is now (or has been) employed by your firm. This evaluation will aid us in our attempt to assist you in securing better trained individuals. Would you please take a moment to help us by answering the following questions?

1. Is this employee presently working for you? ___ Yes ___ No?

2. Are skills adequate for the job in which the employee was assigned? ___ Yes ___ No?

3. Does this employee possess a positive attitude toward work? ___ Yes ___ No?

4. The employee's attendance is ... ___ Excellent ___ Average ___ Poor.

5. The possibility for promotion for this employee is ... ___ Excellent ___ Average ___ Poor.

6. The employee's motivation toward work is ... ___ Excellent ___ Average ___ Poor.

7. Has the training the employee has received at the Columbia Area Vocational School been up-to-date and with current methods of operation? ___ Yes ___ No?

8. What areas of training do you feel we need to emphasize more in educating our students? _____

9. In what areas do you feel more emphasis needs to be addressed to better train productive workers? _____

10. We will be graduating approximately 300 trained, potential employees this year. Would you consider hiring one of our graduates for a full-time position with your firm? ___ Yes ___ No?
If yes, please specify related job opening _____

Thank you for your cooperation in completing this survey. Please return this sheet in the enclosed, self-addressed envelope at your earliest convenience. If we can be of assistance in helping you with your employment needs now or in the future, please feel free to contact me at the Columbia Area Career Center, telephone 449-2693.

Sincerely yours,

Wanda McCampbell
Placement Specialist
Columbia Area Vocational School

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EXHIBIT 38, contd.

Instructions

This follow-up should be done within 180 days after the completion of a program. The follow-up information requested may be obtained by mail or telephone.

NAME _____ TELEPHONE NUMBER _____

ADDRESS _____

PROGRAM OF STUDY _____

DATE OF PROGRAM COMPLETION _____ DATE OF FOLLOW-UP _____

LAST SCHOOL ATTENDED _____

Current Status

_____ Presently Employed Full-Time (30 hours or more)

_____ Part-time Employed (29 hours or less)

_____ Unemployed and Looking for Work

_____ Unemployed and Not Looking for Work

_____ Status Unknown

Not Looking for Work Because

_____ Continuing Education

_____ Military

_____ Illness

_____ House Parent

_____ Other (Specify)

Present Job

DATE EMPLOYED _____ JOB TITLE _____

FIRM _____

ADDRESS _____

EXHIBIT 38, contd.

DUTIES _____

_____ TRAINED-RELATED _____ NON-RELATED SALARY _____

COMMENTS: _____

_____

_____
Completed by

****

To Be Completed By the Student

Student Information

NAME _____ TELEPHONE NUMBER _____

ADDRESS _____

List Two Relatives Who Will Always Know of Your Whereabouts.

Name _____ **Telephone Number** _____

Address _____

Name _____ **Telephone Number** _____

Address _____

List One Person Other Than a Relative Who Will Always Know of Your Whereabouts.

Name _____ **Telephone Number** _____

Address _____

EXHIBIT 38, contd.

Program _____ Instructor _____

Name	Pay	Employer	Job Title	Trained Related	Trained Non-Related	Cont. Educ. Related	Cont. Educ. Non-Related	Military Related	Military Non-Related	Available	Not Available	Status Unknown

Future Employment Patterns in the United States

> The Hudson Institute publication WORKFORCE 2000 reports that over the next 15 years, the United States will face a growing mismatch between job skill requirements and the available pool of workers.... The majority of new jobs will require some postsecondary education for the first time in history. Only 27% of all new jobs will fall into low skill categories, compared to 40% of jobs today. Jobs that are in the middle of the skill distribution today will be the least skilled occupations of the future (U.S. Department of Education and U.S. Department of Labor, 1988, p. 4).

According to the U.S. Bureau of Labor Statistics (Cohen, 1987), however, the occupations that will experience the largest numerical growth between 1986 and 2000 are not those commonly associated with "high tech". Jobs in the latter occupations will expand greatly in percentage terms between now and the year 2000, but from a much smaller numerical base. See Table 1 for a detailed breakdown. If the Hudson Institute forecasters are correct, even "low skill" job holders will need greater proficiency in basic skills than formerly.

TABLE 1

Where the New Jobs Will Be, 1986-2000

LARGEST ABSOLUTE GROWTH

Occupation	Number of New Jobs	Percent Change
Retail Sales	1,200,000	33%
Waiter/Waitress	752,000	44
Nursing	612,000	44
Janitor	604,000	23
General Manager	582,000	24
Cashier	575,000	26
Truck Driver	525,000	24
Office Clerk	462,000	20
Food Counter Worker	449,000	30
Nursing Aide	433,000	35

FASTEST GROWTH RATES

Occupation	Number of New Jobs	Percent Change
Paralegal	64,000	104%
Medical Assistant	119,000	90
Physical Therapist	53,000	87
Physical Therapy Aide	29,000	82
Data Processing Equipment Repair	56,000	81
Home Health Aide	111,000	80
Systems Analyst	251,000	76
Medical Records Technician	30,000	75
Employment Interviewer	54,000	71
Computer Programmer	335,000	70

Data: Bureau of Labor Statistics

What Do Employers Expect?

Employers and their employees with disabilities agree on the importance of appropriate work habits and "independence" skills in the workplace. In a study of forty pairs of Florida employers and their employees who had been identified as having handicaps during their academic experiences, Campbell and others (1987) found that both employers and employees agreed on the value of work habits such as punctuality, appropriate dress, reliability, and common sense. Employers and their employees with disabilities also agreed on the value and importance of "independence" factors such as communication skills, use of transportation, and physical stamina.

> Most successfully employed individuals with disabilities demonstrated high levels of independent financial, social, emotional, and employment functioning that was constantly reinforced by family members, who also provided emotional and financial support. Many of these successful employees with disabilities also cited high school social and daily living skills curricula as helpful during transition from school to work" (Campbell and others, 1987, p. 91).

However, these employees and their employers differed significantly on the perceived value of reading, math and spelling in the work place. The employees rated these skills much higher in importance than their employers did.

The authors of this publication caution, though, against drawing the conclusion that employers do not value proficiency in reading, math, and writing skills. Many employers take for granted that their employees have adequate basic academic skills, and only realize the importance of these skills when an employee demonstrates deficiencies that hinder his or her job performance. At a minimum, secondary school teachers should make sure that their curricula address employment related basic skills, interpersonal skills, and independent living skills, and ensure that their students master these skills to the maximum extent possible.

On a national level, a survey by Louis Harris and Associates (ICD II: Employing Disabled Americans, 1987) reported results of interviews with 210 top managers, 301 Equal Employment Opportunity (EEO) managers, 210 department heads and line managers, and 200 top managers of very small companies (49 or fewer employees). Each interviewee was from a different firm. Forty three percent of the EEO officers stated that they had not hired someone who was disabled within the past year, even though an overwhelming majority said that their current employees who were disabled were "good" or "excellent" workers. These executives did not use "excess additional cost" as an alibi. Eighty one percent of top managers, 79% of EEO officers, and 75% of department heads and line managers said that it costs about the same to employ either a disabled or non-disabled person. However, 66% of the entire group stated that a lack of qualified applicants was an important reason why they had not hired disabled people.

The managers were also asked for their views on various initiatives and policy changes that might increase the hiring and employment of individuals with disabilities. The following proposals were viewed as the most effective (ICD Survey II, pp. 14-15):

Establish direct training and recruiting programs with schools and vocational rehabilitation agencies. Fifty four percent of those surveyed rated this approach as very effective, and 38% rated it as somewhat effective.

Have more companies provide internships or part-time jobs to persons with disabilities as an introduction to full-time jobs. Thirty three percent of the managers surveyed rated this as very effective, and 53% rated it as somewhat effective.

Have employers explain specific functional requirements as part of the job descriptions for open positions. Thirty five percent of those surveyed rated this as very effective, and 45% rated it as somewhat effective.

Have the government provide additional tax deductions for expensive accommodations, or share in their cost. Twenty seven percent of the survey group considered this very effective, while 47% considered it somewhat effective.

Have the government subsidize salaries for severely disabled employees for a trial period. Twenty six percent of the managers rated this as very effective, while 42% rated it as somewhat effective.

Have disability professionals provide technical assistance or counsel to employers for accommodations or problems with specific employees. Twenty four percent of the managers rated this as very effective, while 57% rated it as somewhat effective.

Have the chief executive officers establish voluntary employment targets for persons with disabilities. Twenty four percent rated this very effective, and 48% rated it as somewhat effective.

The Current Status of Youths and Adults with Handicaps

An earlier survey by Louis Harris and Associates (The ICD Survey of Disabled Americans: Bringing Disabled Americans Into the Mainstream, 1986) interviewed a random national sample of 1000 persons with disabilities. The interviewers found that 66% were not working. Of that group, two thirds stated that they wanted to work, but needed help in order to obtain appropriate employment training and job placement services.

Many recent follow-up studies of former special education students document the high levels of unemployment that they experience (Hasazi, Gordon, and Roe, 1985; Mithaug, Horiuchi, and Fanning, 1985; Zigmond and Thornton, 1986). In yet another study, Edgar and Levine (1988) followed up a sample of 956 former special education students from 13 school districts in Washington who graduated or aged out in 1984, 1985, or 1986. In addition, these researchers followed up 30 nonhandicapped former students from each district who were not enrolled in precollege courses while in high school.

The percentages of former students who were neither working, attending postsecondary education programs, nor engaged in any type of formal

> activity at six months after graduation are: severely mentally retarded, 42%; mildly mentally retarded, 44%; sensory impaired, 21%; behavior disordered, 35%; learning disabled, 23%; and nonhandicapped, 8%. By 30 months, the unengaged rate for the behavior disordered group increased from 35% to 82%, while the nonhandicapped group, sensory impaired cohort, and learning disabled group were unengaged at a rate of approximately 20%.
>
> The percentages of students living in independent settings...at six months after graduation are as follows: severely mentally retarded, 4%; mildly mentally retarded, 6%; sensory impaired, 33%; behavior disordered, 31%; learning disabled, 18%; and nonhandicapped students 31-33%. By 30 months, the nonhandicapped and sensory impaired students were living independently at a rate of 55%. The rate of independent living for the learning disabled group increased steadily from 18% to 40% over the 30 month period (Edgar and Levine, 1988, p. 6).

The Ninth Annual Report to Congress (1987) provided nationwide data on 211,673 students with disabilities ages 16 and above who exited the nations public school system during the 1984-85 school year. Thirty nine percent graduated with a diploma, 15% graduated with a certificate of completion, 4% aged out, 21% dropped out, and 18% left for other reasons or for reasons unknown to the data collectors.

> The overall dropout rate of 21%...reflects an estimate of those who were actually known to have dropped out, and does not include youths who simply stopped coming to school or whose status was unknown. Undoubtedly, a substantial proportion of the 'other' category includes students who are no longer in school and have neither graduated nor reached the maximum age. Therefore, the dropout figure probably exceeds 21% (Ninth Annual Report to Congress, p. 29)..

It is also very important to note that this pattern was not uniform across all disability categories. For example, students considered emotionally disturbed account for 8.6% of all students receiving special education and related services, but those who were ages 16 and above during 1984-85 had a dropout rate of 29% and a "left for other reasons" rate of 28%. Students with learning disabilities account for 42.8% of all children receiving special education and related services. The dropout rate for students with learning disabilities ages 16 and above during the 1984-85 school year was 19%, and the "left for other reasons" rate was 17%.

Meeting the Challenge

The educational delivery system for special education students is in crisis. The above data vividly demonstrate that our work is not complete, that the status quo is not good enough, and that change is necessary. But "change" in itself is not always a panacea. Unplanned, haphazard change is like a lightening bolt -- very powerful, but potentially very destructive. Systematic change efforts resemble household electrical current -- potentially dangerous if handled carelessly, but immensely beneficial if harnessed effectively.

In attempting to develop and institute constructive changes in the educational delivery system, educators can build on the best that currently exists, rather

than tackling each aspect of a local problem as if it were unique on the face of the earth. For example, Cobb and Hasazi (1987, p. 15) summarize and discuss eight exemplary program elements that "...support the transitional service needs of mildly handicapped school-age students. These are an individualized transitional plan, integration within secondary vocational education programs, paid work experiences, a job seeking skills curriculum, flexible staffing patterns, active parent/consumer involvement, follow-up surveys of special education graduates, and data transfer and management across school and adult services agencies."

The Carl D. Perkins Vocational Education Act contains directives and monetary incentives that are intended to motivate local school districts to implement specific services to students with disabilities. The programs described in this volume have met the challenge of these Perkins Act mandates, and in doing so they implement most if not all of the "exemplary program" elements described by Cobb and Hasazi. The reader can learn from these program operators, avoid their mistakes, and move the service delivery system for special education students to a new plane of excellence.

The Chinese symbol for crisis is a combination of the symbols for "danger" and "opportunity". Without prompt and effective action, a large proportion of our special education students will continue to face the dangers of an adulthood for which they are ill prepared. By building on the best that is currently available, educators can provide their students with an opportunity to achieve personal, social, and vocational self sufficiency.

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NOW AVAILABLE

REPLICATING

IN BUSINESS AND INDUSTRY FOR PERSONS WITH DISABILITIES

J.S. PROFILES OF SUCCESS

Exemplary approaches to serving secondary special education students through the Carl D. Perkins Vocational Education Act.

Replicating

JOBS

in Business and Industry for Persons with Disabilities
Volumes One, Two, Three and Four Now Available

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For each job, the employer is listed along with the address and telephone number of a person to contact for further information. Each manual describes jobs performed by persons with mental, learning, emotional, hearing, visual, and physical disabilities. Each job description contains information about the company, job requirements, job information, significant duties and special considerations for the handicapped employee.

The manuals are being developed and produced by Vocational Studies Center staff as part of a grant from the U.S. Department of Education, Office of Special Education and Rehabilitative Services. **$12.50 per manual.**

MANUAL CONTENTS

- Volume One: 72 job descriptions and a 28 page section on *Sales Techniques for Job Placement*
- Volume Two: 70 job descriptions and a 39 page section on *The Vocational Transition Process*
- Volume Three: 75 job descriptions and a 20 page section on *The Employer Perspective*
- Volume Four: 75 job descriptions and a 20 page section on *Marketing Yourself: Strategies for Job Seekers*

WHO CAN USE THE INFORMATION

- Special and Vocational Educators
- Job Placement Specialists
- Employers/Personnel Directors
- Vocational Rehabilitation Professionals
- Persons with a disability
- Individuals who work in special employment programs

USER COMMENTS

"**Placed a [person with a disability]** ... in a packaging company." Human Service Agency, MA

"Assisted me in **locating and developing ... job leads**." Workshop Placement Counselor, OR

"Used ... the books to ... [**approach counselors and] instructors** in tech-lab situations [for accommodations]." Post Secondary Special Needs Instructional Specialist, WI

"[Used as] one of the guides to **implement our new** [Job Training Program] **curriculum**." Secondary Teacher, TN

"Used for **inservice training** of regional job placement personnel." ARC-NET Midwest Regional Director, WI

"[The manual, with] planning guide, ... was ... **helpful in finding employment** for a 21 year old learning disabled [person]." Employment and Training Coordinator, NY

U.S. PROFILES OF SUCCESS
Twelve Exemplary Approaches to Serving Secondary Special Education Students Through the Carl D. Perkins Vocational Education Act

The 12 profiles described in this 563 page publication were the top entrants in a four step national competition. From an initial group of 250 nominees, staff from 96 projects/programs around the country completed the second step; providing VSC staff with detailed descriptions of their approaches. In the third step, a national panel of experts reviewed and rated all 96 entrants. In step four, VSC staff conducted two-day site visits to each of the top 12 entrants.

To order, check SNE402, "Profiles of Success, 12 Exemplary Approaches." $35.00.

Each project/program description in this handbook is organized according to the following outline:

- Location
- Contact Person
- Background Information
  - Objectives
  - Key features
  - Profile of Local Service Area
  - Staff Assigned to Project
  - Financial Data
- Meeting the Perkins Act Mandates that Apply to Special Education Students
  - Notification/Outreach
  - Assessment
  - Special Services
  - Guidance, Counseling, and Career Development
  - Counseling for Transition
  - Equal Access
  - Least Restrictive Environment
  - Special Education/Vocational Education Coordination
- Evidence of the Project's Effectiveness
  - Students' Performance While in School
  - Post School Status of Former Students
- Additional Information
  - Summaries of On Site VSC Staff
  - Observations and Interviews with:
    - Project/Program Staff
    - Students
    - Parents
    - Staff from Other Agencies in the Community
- Technical Assistance Available
  - Type
  - Cost
  - Contact for Further Information
- Exhibits
  - Forms
  - Interagency Agreements
  - Teacher/Student/Parent/Employer Training Agreements
  - Inservice Training Procedures
  - Other Information

U.S. PROFILES OF SUCCESS: Ten Creative Approaches

This publication describes the 10 projects/programs that were ranked 13-22 in the competition described above. Although the federal project required only the selection and description of the top 12 exemplary efforts, the creative approaches described in this publication merit dissemination also. In preparing these descriptions, VSC staff did not conduct site visits. Each description follows the format used to prepare descriptions of the top 12 exemplary approaches selected through this project.

To order, check SNE403, "Profiles of Success, 10 Creative Approaches." $15.00.

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